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ABSTRACT

This report describes the development and testing of two measures of job-related social behavior of adolescents and young adults, ages 14-21, with behavior disorders (BD). Following an introduction of the concept of job-related social behavior, detailed descriptive information and data are provided on development and field testing of the instruments and results of validity studies. The Job-Related Social Skills Assessment Battery, which is based on content analysis of the kinds of social problems and interactions experienced by youth with BD in the vocational environment, includes the Scale of Social Skills Knowledge (SSSK) and the Scale of Social Skills Performance (SSSP). Suggestions for using the measures and possible future research and development procedures are addressed. Included is a taxonomy of job-related social problems, which lists behaviors under 16 categories. Also provided are the 21-page SSSK and the 41-page SSSP, including instructions for administration and scoring. The SSSK should be administered individually to subjects using verbal role-playing and concerns interactions with work supervisors and coworkers. The SSSP is a rating scale to be completed by a person who has observed the individual at the work setting. (Contains 65 references.) (SW)

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ASSESSING THE JOB-RELATED SOCIAL SKILLS OF ADOLESCENTS AND YOUNG ADULTS WITH BEHAVIORAL DISORDERS: DEVELOPMENT AND PRELIMINARY PSYCHOMETRIC CHARACTERISTICS OF TWO MEASURES

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PREFACE

The purpose of this report is to provide an overview of two measures of job-related social behavior we have developed pursuant to a federal grant (Bullis & Fredericks, 1988). These measures provide data on social skill knowledge and social skill performance exhibited in work settings by adolescents and young adults (ages 14 to 21) who are categorized as behaviorally disordered (BD). These youth may also carry a number of other identifying labels such as severely or seriously emotionally disturbed, personally or socially maladjusted, severely behaviorally disordered, or emotionally handicapped. Whatever the label, the one overriding characteristic of this group is the lack of demonstrable appropriate social behavior across multiple settings--including the workplace.

To provide a basis from which to understand the overall project and the intricacies of the two assessment instruments, we first introduce the concept of job-related social behavior. We then describe the development of the instruments, present the results of the initial field test and validity studies, offer suggestions for the use of the measures, and discuss possible future research and development procedures in this area.

CONCEPTUAL FRAMEWORK

It may be argued that there is no activity as central to one's adjustment and bearing in adult life as engaging in a meaningful and rewarding vocation. Happiness and a viable wage are but two of the rewards that can be received from working. To some degree, work also defines one's identity and is one of the most salient ways in which people are judged as successful or unsuccessful.

Given the importance of work to adult adjustment, it is then crucial that BD adolescents and young adults receive training in proper work habits and skills. Recent research has documented that, in general, this group of persons does not fare well upon leaving high school. They have a high rate of unemployment; if employed, they tend to secure menial and low-paying jobs. They are likely to engage in antisocial behaviors and tend to have unhappy experiences in social relationships (Bullis & Gaylord-Ross, 1991; Huesmann, Eron, Lefkowitz, & Walder, 1984; Janes & Hesselbrock, 1978; Janes, Hesselbrock, Myers, & Penniman, 1979; Mitchell & Rosa, 1981; Parker & Asher, 1987; Quay, 1986; Robbins, 1978, 1979, 1981). Moreover, it is clear that these persons in particular experience problems in social interactions with work supervisors and co-workers. In fact, a substantial number of studies document that BD adolescents and young adults tend to have trouble in the workplace and/or lose their jobs primarily because of deficient job-related social behaviors (Cook, Solomon, & Mock, 1988; Griffiths, 1973, 1974; Hursh, 1983; Parker & Asher, 1987; Watts, 1978). Stated differently, BD youth experience problems on the job primarily because they cannot, or do not, interact in an appropriate manner with those persons with whom they work.

A logical way to address this problem has been to develop transition and vocational training programs for these students at the high school level. For optimum success, these training programs should include instruction in social skills that would enable students to adjust to the demands of the work setting, develop positive relationships with co-workers and supervisors, and cope successfully with social problems that typically arise in the workplace. Unfortunately, there is an absence of research and development specific to vocational training of secondary level BD students. An extensive literature review revealed that there are relatively few such programs

developed for these students, and that there are few empirically based and vocationally oriented instructional packages available for practical use (Bullis & Gaylord-Ross, 1991). And, while great "lip service" is paid to the importance of social skill training for this population, in actual practice there are few coordinated interventions available in school work-experience settings (Sacks, Tierney-Russell, Hirsch, & Braden, 1992).

There is, then, a very great need to develop materials on which to base job-related social skill training efforts for BD adolescents and young adults. As a starting point, these programs should be based on clear and accurate assessment data to guide and focus the training, making the intervention as streamlined and effective as possible. It may not be necessary to train each BD student in all aspects of job-related social skills, but it may be essential to emphasize certain skills (e.g., requesting assistance from a work supervisor or dealing with teasing and provoking from co-workers) where weaknesses are evident. Further, given the limitations of time and resources facing most school programs, it is essential that the impact of such training be documented through a viable and pragmatic assessment system.

To have true utility in the applied setting, assessment data must be related directly to the intervention process and be anchored in the content that is to be taught (Kazdin, 1985; Linehan, 1980; McFall, 1982; Nunnally, 1978). The interrelationship among content, assessment, and instruction is presented in **Figure 1**. Specifically, the content parameters of the social behavior to be taught for the population in question must be defined, and then content exemplars sampled for assessment and instruction purposes. In this way, the content of all assessment reflects the conduct of the intervention, creating an interlocking system. The following quotes speak to the importance of content to assessment and intervention.

> Many fundamental questions concerning the underlying assumptions, concepts, and methods of the skills training approach have been ignored. Some investigators, for example, have developed the content of their skill-training programs without first conducting a thorough and systematic analysis of the performance problems supposedly addressed by the programs. As a result, they have no way of knowing whether their programs actually focused on the most relevant problem situations for their clients or whether the behaviors taught in the programs represented genuine solutions to these target problems . . . (Freedman, Rosenthal, Donahoe, Schlundt, & McFall, 1978, pp. 1148-1149)

> The content of a skill-training program is at least as critical to its ultimate success as the training methods it employs . . . if the response skills being taught do not offer valid solutions to the patient's life problems, then the program will fail regardless of the particular training methods used. Clearly, the efficacy of a training program's methods can never be assessed apart from an evaluation of the program's content; both of these, in turn, will depend upon the particular patients and target problems being treated. (Goldsmith & McFall, 1975, pp. 51-52)

Unfortunately, extensive reviews of the published research literature on the transition of BD adolescents (Bullis, Bull, & Johnson, 1991; Bullis & Gaylord-Ross, 1991) reveal that scant research has been devoted to the identification of these specific skills for this population. Further, there are no psychometrically strong measures of these skills designed for BD adolescents for use by educational professionals, and traditional psychometric procedures (e.g., IQ, objective and projective personality instruments) yield little practical information on the BD

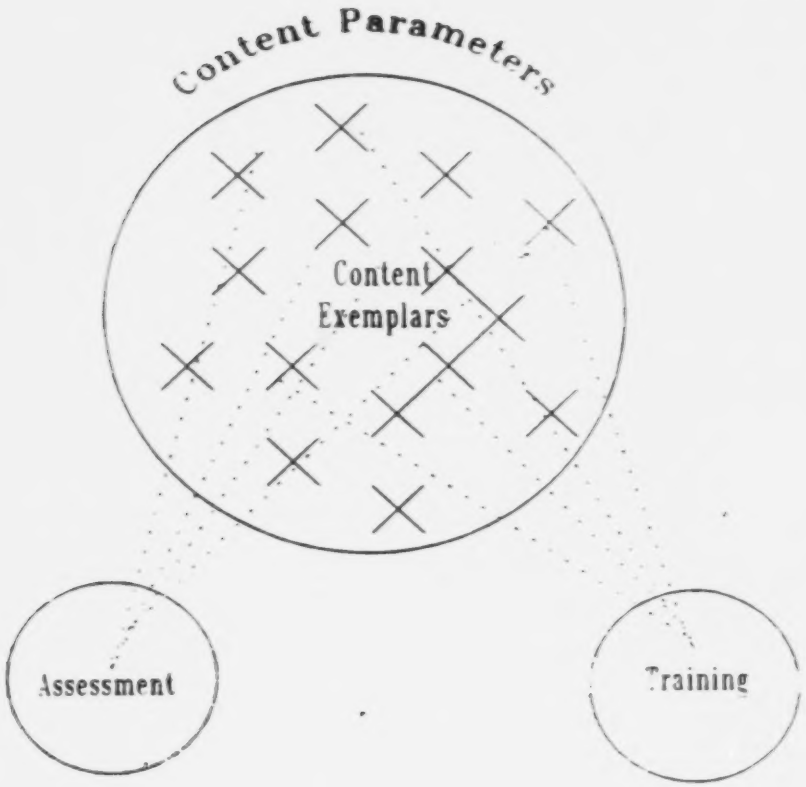

Figure 1. Relationship of Content, Assessment and Training

adolescent's social skills in work settings (Cohen & Anthony, 1984).

In response to this situation, we have developed the Job-Related Social Skills Assessment Battery (JRSS). The JRSS measures are designed specifically for adolescents and young adults who are identified as BD. They have been constructed in such a way as to address actual problems experienced by BD adolescents and young adults in work settings, in addition to the skills needed to resolve those issues. In essence, we have conducted an extensive content analysis of the exact kinds of social problems experienced by these students, and we have identified and scaled representative responses that could be enacted when facing these problems. This work has resulted in the development of two scales which assess aspects of job-related social behavior: The Scale of Social Skill Knowledge (SSSK) and the Scale of Social Skill Performance (SSSP). The SSSK measures a person's knowledge of how to behave while the SSSP assesses social skill performance. In combination, the SSSK and SSSP will provide work-experience teachers with information on both knowledge and performance deficits adolescents and young adults with BD may have in the social skills necessary for success in the work setting. This information should form a basis from which to build training programs that will address specific vocational needs, as well as interventions that will help students prepare for the world of work.

DEVELOPMENT OF THE MEASURES

This section describes the population for whom the JRSS measures are designed, presents definitions and a general conceptual model of social behavior, and describes the specific procedures.

Population

The SSSK and the SSSP are designed specifically for BD adolescents and young adults (ages 14 to 21). These persons perhaps form the special education group that is most difficult to describe and categorize. At least part of this problem is explainable by the various definitions and terms used to label these persons. In this section we attempt to draw reasonable parameters around the population for whom these measures are appropriate. At the outset, we should note our preference for the term "Behavioral Disordered" (BD) to describe the group; this term will be used herein.

Any discussion of this group must begin with the federal definition. There is considerable controversy over its structure, but--at this time--it is the most common basis from which services and research can be drawn. Moreover, the label seriously emotionally disturbed (SED) is used. We want to emphasize again that we will use BD in place of SED in this document. The current federal definition (Education of the Handicapped Act, Section 121a.5) reads as follows:

Seriously emotionally disturbed is defined as follows:

(i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:
(A) An inability to learn which cannot be explained by intellectual, sensory, or health factors;
(B) An inability to build or maintain satisfactory interpersonal relationships with peers and

teachers;

(C) Inappropriate types of behavior or feelings under normal circumstances;
(D) A general, pervasive mood of unhappiness or depression; or
(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) The term includes children who are schizophrenic or autistic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed. (45 C.F.R. 121a.5[b][8][1978])

Autistic children have recently been excluded from this definition, and are classified as "Other Health Impaired" (Kauffman, 1988).

It has been our experience that considering deviance in terms of observable behavior, and not merely as a label, is essential. Such designations are given students through varying ways and procedures, seemingly on a site-by-site basis. Further, it is clear that BD can and does exist with other learning problems and educational designations (e.g., learning disabilities, mild mental retardation) (Dryfoos, 1990). Given the "soft" nature of this categorization, we included in this study persons who were 14 to 21 and labeled formally as SED or BD. In addition, persons who may not have carried the educational label of SED or BD were considered and included, provided they exhibited significant behavioral disturbances. These persons were learning disabled, mildly mentally retarded, or identified as academically behind their peer group.

Definitions and Assumptions

To provide a common frame of reference, terms used in this report are defined. Social interactions or social situations are events in which two or more people must interact to exchange information, solve a problem, or make a decision. Problems arise when there is a discrepancy in expectations or conflict between the involved actors. Social skills are discrete behaviors that allow an individual to perform competently in problematic social situations (McFall, 1982). Social competence is described by McFall (1982, p. 12) as "a general evaluative term referring to the quality or adequacy of a person's overall performance in a particular task." Further, this competence involves a general classification of the individual in that a significant other, or judge, decides whether the person is or is not competent based on some type of criteria. One is viewed as competent, then, when some aggregate of an individual's social skills is judged competent by a significant other. Job-Related social skills are discrete behaviors in response to work-based social problems or situations, and job-related social competence is a general evaluative term relating to a person's overall social skill performance when interacting with persons in the vocational environment.

It also is necessary to have a fundamental awareness of modern social learning theory (Bandura, 1977a, 1977b) as it pertains to social behavior, as this theory serves as the basis of the project (McFall, 1982). First, it is important to acknowledge the strong situational determination of social behavior (Kazdin, 1979; Linehan, 1980). Thus, any assessment of social skill should be grounded in the environmental setting in which the social interactions take place. When assessing job-related social skills, then, it is crucial that the content of the assessment instruments sample and reflect the exact nature of the work setting and "actors" (e.g., supervisors and co-workers) who are involved in the interactions.

Second, social learning theory embraces both cognitive and performance components (Bandura, 1977a, 1977b; D'Zurilla, 1986; Kelly, 1982; Meichenbaum, 1977). That is, social skill is predicated on the environment, or context, in which the interaction and behaviors occur. Thus, social behaviors are instigated in response to the demands of the environment (Kazdin, 1982a; Linehan, 1980, McFall, 1982), or at least one's interpretation of that situation (Dodge, 1980; Dodge & Newman, 1981). Accordingly, a crucial aspect of the social skill assessment process includes the person's cognitive perceptions of how to behave in particular problem situations (Bellack, Hersen, & Turner, 1978, 1979).

Third, while an individual must know how to behave in order to possibly behave correctly, she or he must also perform the correct social skill in response to the problematic situation to be judged as socially competent. However, some portion of performance skill is dependent on the way in which the content of the social interaction is transmitted. For example, two people may emit the exact same response to a social problem, but not be judged as equivalent in social competence because they do not transmit the content of the interaction in the same way. For example, one may keep eye contact when talking, smile at the appropriate time, and use proper voice intonation while the other does not. These "micro-social skills" (Spence, 1981; Spence & Marziller, 1981), or what we prefer to call "social skill mechanics," are central to social competence and to the social skill assessment process (Curran, 1978, 1979).

To summarize, social competence is predicated on both knowledge of how to respond in certain situations and being able to perform in a socially competent way. Thus, in order to be comprehensive and yield as accurate a profile as possible of the individual, it is necessary for the assessment instruments to include both aspects.

Development Procedures

We followed the Behavioral Analytic Model of Test Development (Goldfried & D'Zurilla, 1969) to develop the measures. This approach calls for the detailed analysis of social problems and behavior in the environment of concern and the active participation of both BD adolescents and experts in the service delivery field. It consists of five sequential phases: **Problem Specification/Situational Analysis** (the specific problems or interactions experienced by the target population in the environment of primary concern are identified); **Generation of Alternatives** (possible solutions to the situations are generated by members of the target population); **Response Evaluation** (alternatives to each social interaction are evaluated for effectiveness in resolving the specific problem by expert judges), and **Development of the Instruments** (the content from the previous steps is integrated into the assessment tools), and **Standardization** (preliminary psychometric data on the instruments are gathered). The first four steps, relating to the development of the instruments, are discussed in this section. Discussion of the standardization studies and their results are discussed later in the report in a separate section.

Problem Specification/Situational Analysis

In this phase social problems and interactions experienced by BD youth in the vocational environment were identified by BD subjects and professional service providers. In a very real sense these activities represent the content analysis of job-related social problems. These interactions represent the content pool from which test items (i.e., social interactions) were selected for the final forms of the measures.

Because social interaction problems are often unseen and/or have a low frequency of occurrence, we decided to conduct extensive interviews with BD subjects, work-experience teachers, and employers. Three structured interview protocols were developed for each of these respondent groups. Each protocol consisted of 16 questions addressing the broad content domains of job-related social behavior (**Figure 2**) identified through an extensive review of the literature on job-related social behavior for special needs populations (Bullis & Gaylord-Ross, 1991). Each of the questions was similar in content and purpose across interview forms, but was worded differently for each group. For example, a question posed to a BD subject was posed in the following manner: "Tell me about the specific problems you have had when you have tried to ask a work supervisor for assistance to do your job." For work supervisors the question was posed in this way: "Tell me about specific problems students you have had work for you have had when they have tried to ask you or another work supervisor for assistance in completing their work." Responses to each question were recorded verbatim by the interviewer in the form of a short vignette. When it was necessary to paraphrase a response, the interviewer restated the response and asked the subject if that restatement was accurate before recording. Questions on each protocol were posed sequentially until all questions were asked.

The interviewers were the first two authors of this report (Bullis and Nishioka-Evans) and a third individual, who met and reviewed these procedures before beginning this process. They also met on a regular basis during data collection to discuss questions and to ensure that they were consistent in how they administered and recorded responses.

A total of 58 BD and other special needs adolescents with competitive work-experience, 11 work trainers, and 12 employers and co-workers were administered the interviews. The adolescents were all in educational or social service work-experience programs and ranged in age from 15 to 21. The majority were male (39 male and 19 female). The work trainers were either special education teachers or aides in work-experience programs. The employers tended to represent service occupations (e.g., janitorial services), restaurant and fast food establishments (e.g., pizza parlors), or skilled trades within an institutional setting (e.g., electrician within an institution for adjudicated youth). In general, the protocols took 45 to 80 minutes to administer and complete with each group, and respondents provided 3 to 6 vignettes to each question. Examples of these vignettes are presented in **Figure 3**. The number of vignettes generated under the questions ranged in frequency across questions from 31 to 117, with a total of over 1000 generated across all 16 areas of questioning.

This initial list of vignettes was reviewed and edited by project staff to establish a representative sampling of social problems and interactions BD adolescents experienced in job settings. The vignettes first were examined to identify duplicates and issues that did not fit under particular subject areas or that were not social problems (e.g., related to work performance or work adjustment). In analyzing the social problems listed under each of the 16 content domains, it became clear that the social interactions in each domain could be categorized further into clusters, or subdomains. For each question, then, naturally appearing subdomains of similar content were identified. These subdomains were discussed and revised several times before categorization of the vignettes was conducted. In fact, after coding the vignettes the first time, project staff met and revised the subdomains a final time to ensure that the subdomains were consistent with the content of the vignettes and the categorization process. Stated differently, each vignette was categorized under one of the 16 domains of job-related social behaviors, and further still within a more specific subdomain, or cluster of content-similar vignettes. A copy of the domain and subdomain structure is contained in **Appendix A**. The interjudge reliability

1. Accepting criticism or correction from a work supervisor
2. Requesting help from a work supervisor
3. Following instructions from a work supervisor
4. Quitting a job
5. Taking time off
6. Social problems created by not working as fast as co-worker
7. Talking to a work supervisor about a personal problem
8. Social problems created by working with a co-worker to complete a job
9. Dealing with teasing or provocation from co-workers
10. Managing personal concerns in the workplace
11. Making friends with co-workers
12. Talking with a co-worker about his or her behavior
13. Accepting criticism or correction from a co-worker
14. Job-Related fighting
15. Stealing and lying
16. Job-related dating

Figure 2. Job-Related Social Skills Domains

- Grant was hired to be a mechanic in an automobile repair shop, but all he was allowed to do was clean up. He went in to work on his birthday hoping that on that day he would be allowed to do mechanical work. He was very disappointed when he realized he was to do clean up again.

- Carol worked in a nursing home as a kitchen worker. Her boss told her to do several jobs, but Carol had some other things to do first and didn't get to what her boss had told her to do. Her boss saw that she was not doing what she was told and got angry at her. Carol thought this was unfair because she was working hard.

- Tom worked as stock boy in a grocery store. He was sorting cans when his boss told him he was doing the job wrong. Tom got angry and told the boss to do the job himself, so the boss fired him. Tom regretted the outburst and didn't want to lose the job.

- Bill dressed in very "punk" clothing with long hair and earrings. At work his coworkers gave him a hard time about the way he dressed. Bill liked his style, but he didn't want the others to make fun of him.

Figure 3. Examples of Job-Related Social Interactions

of categorization of the social problems, based on calculation of Ebel's Intraclass Correlation Coefficient (Kerlinger, 1986) for each of the 16 questions, ranged from .70 to .92, indicating adequate agreement among the raters.

The next step in establishing a condensed sampling of the vignettes focused on the classification agreement of the judges in the coding process. Specifically, vignettes were identified for which there was classification agreement on both domain and subdomain by at least two of the three judges (project staff). Vignettes meeting these criteria were then selected to represent each domain and subdomain. These decisions were made based on the uniqueness of the vignette (it represented different types of problems), quality (in our opinion it represented problems similar to those we had seen BD adolescents experience in work settings), and "representativeness" of the domain and subdomain taxonomy (vignettes were chosen to proportionately represent the number of items remaining in each domain and subdomain). This process resulted in the selection of 219 vignettes representing all 16 content domains.

A question that had to be addressed was, "Were these 219 social interactions relevant only to Oregon?," essentially an issue of social validity (Kazdin, 1977). To answer this question we conducted a national survey of individuals with first-hand knowledge of employment issues for this population--work experience coordinators and job trainers in programs providing vocational training and placement services to BD adolescents. We created a roster ourselves of these schools and agencies because of the lack of any central national listing of these kinds of programs for BD adolescents. A mailing list (established previously by our agency) of approximately 80 people or organizations in the southeastern part of the country was used as part of the mailing list. Second, letters were mailed to all state and territorial departments of education, to the attention of the individual in charge of services for BD adolescents. The letters asked for the nomination of up to 10 secondary programs that provided vocational services to this population. A total of 24 responses were received with varying numbers (1 to 10) of nominated programs. Other responses were received with comments that there were no programs that provided such training to this clientele, and in two instances, the state's entire listing of school programs was sent (information that lacked specification and was unusable for our purposes). Third, names of programs in Oregon participating in a statewide system change project on transition were supplied by the Oregon Department of Education. Compilation of these three sources resulted in a listing of 251 programs that were reported to provide vocational services to BD adolescents. These represented 29 states or territories.

Since 219 vignettes were in the content pool, we could not realistically expect volunteer respondents to rate them all. Consequently, the entire listing was divided into four questionnaires of roughly equivalent length. Questionnaire 1 was composed of 56 vignettes; Questionnaire 2, 60; Questionnaire 3, 60; and Questionnaire 4, 43. One form of the questionnaires was then randomly assigned to each of the contacts on the program roster. The following numbers of each questionnaire were then mailed: 63 copies of Questionnaire 1, 63 copies of Questionnaire 2, 63 copies of Questionnaire 3, and 62 copies of Questionnaire 4.

In each case, we requested that the individual in charge of vocational training for BD adolescents at the particular program complete the form. Each vignette was to be rated on two 4-point Likert scales. The first rating related to the frequency of occurrence of the vignette in work settings among BD adolescents with whom the respondent was familiar (1-very infrequently, occurs less than once a year; 2-infrequently, occurs several times a year; 3-frequently, occurs several times a month; and 4-very frequently, occurs several times a week).

The second rating related to the perceived importance of the vignette to job tenure (1-very unimportant, skill in handling the situation has little bearing on job tenure; 2-unimportant, skill in handling the situation has some bearing on job tenure; 3-important, skill in handling the situation has bearing on job tenure; and 4-very important, skill in handling the situation has direct and central bearing on job tenure).

A letter describing the study, a survey form, and a self-addressed stamped envelope was mailed to each of the 251 potential respondents. After 2 weeks, if no response was received, a replacement packet containing the same form of the questionnaire was sent to the same respondent. In total, surveys from 102 respondents, representing 28 states or territories, were returned in a completed and useable form. A total of 29 packets were returned with the comment that vocational training was not offered and/or BD adolescents were not served by the program. Following Dillman's (1978) recommendation for the calculation of survey response rates, this latter group of respondents was subtracted from the total subject pool, leaving a total of 222 possible respondents. Dividing 102 returned forms by this figure yielded a final response rate for the entire survey of 45.9%. Across questionnaire forms the following numbers of completed forms and response rates were achieved: Questionnaire 1, 25 returned forms, 42.4% response rate (25 returned/59 sent); Questionnaire 2, 22 forms, 40.7% response rate (22/54); Questionnaire 3, 30 forms, 57.7% response rate (30/52); and Questionnaire 4, 25 forms, 43.9% response rate (25/57). Inspection of respondent characteristics by questionnaire form reveals general consistency on these variables and that no questionnaire was over-represented by respondents from a particular area of the country. The forms usually were completed by an administrator or career/vocational specialist with a master's degree, and represented either mainstreamed or special school programs. There was roughly equal representation from respondents representing programs in rural (under 30,000 population), urban (30,000 to 250,000), and metropolitan (over 250,000) areas.

In order to be retained in the content pool, vignettes had to exhibit an average rating of 3.0 on the importance scale and 2.0 on the frequency scale. In addition, we reviewed the surveys to select those vignettes that may not have exhibited these statistics, but that--in our opinion--were worthy of retention. This entire process resulted in the selection of 137 vignettes.

Response Enumeration

In this step, a range of possible responses to the vignettes identified and retained in **Problem Specification/Situational Analysis** were generated by BD and nonhandicapped adolescents. These responses reflect actual behaviors that adolescents could enact in such situations and represent both effective and ineffective behaviors. These actions were then used to establish response options to the vignettes included in the assessment tool.

Accordingly, it was necessary to again query BD adolescents through a structured interview procedure to identify behavioral responses that reflected the actual responses these subjects might exhibit in these situations. Nonhandicapped adolescents were interviewed through similar procedures to gain perspective on what "socially skilled persons" of this age group would do in these situations. By integrating the responses it would then be possible to increase the number of effective responses among the responses to each vignette.

A group of five interviewers were trained to administer and record the structured interviews that formed the basis of the **Generation of Alternatives** in a training session (**Appendix B**

contains an overview of the training). The session reviewed the purpose of the project, the importance of the response generation to social competence and to the project, and the procedures that would be followed. The vignettes were divided into groups of 18 to 22, creating seven different lists. The directions called for a vignette to be read to the subject and the following question asked, "If you were in a situation like this, what are all the things you could say or do?" Up to three prompts ("Is that all you could do?") were given and each response was written down verbatim by the data collectors. In the training session questions were modeled, practiced by each interviewer, questions resolved, and packets of lists given to each interviewer. Each packet included copies of the different lists that were randomly assigned to order. Interviewers administered lists to subjects as they appeared for testing at the different sites; thus, allowing us to equalize responses across vignettes, both in numbers and in terms of BD and nonhandicapped respondents.

A total of 24 BD subjects and 8 nonhandicapped subjects were interviewed, with 3 BD subjects and 1 nonhandicapped subject responding to each vignette. The 24 BD subjects were all between 14 to 18 years of age, 17 were male, and all were from two special programs (one a residential facility and the second a special school program). The eight nonhandicapped peers, were also between 14 to 18, equally split between males and females, had never received special education services, and were from an alternative high school located at a community college.

In general, subjects provided 1 to 5 responses per vignette. Each response was recorded verbatim. Upon completing interviews at each site, the lists were compiled and responses typed under each vignette. After finishing this process, responses under each vignette were edited and duplicates were discarded or combined. In some cases, where conceptually appropriate, staff supplemented the responses to reflect examples of both an "externalizing" (e.g., antisocial behavior) and "internalizing" (e.g., withdrawal) orientation that, in our experience, were representative of possible behaviors. By the end of the process, there were 8 to 13 responses to most vignettes. Examples of the responses to two vignettes are presented in **Figure 4**.

Response Evaluation

In this step the responses to the vignettes were evaluated by "expert" judges (third-party raters with experience in the vocational placement and training of BD adolescents and young adults) in terms of their effectiveness in resolving the problem presented in the vignette. These evaluations led to the scaling of behavioral responses to each of the social interactions, and the assignment of a "score" to a particular response to the interactions.

A group of professionals (n=20) with experience in the vocational training of BD adolescents rated each of the social responses to each of the vignettes in terms of the response's effectiveness in resolving a particular situation. Specifically, the ratings were conducted on the following 5-point scale.

5- The response is effective. If this response is enacted it is likely to improve the situation and result in the positive resolution of situation without creating new problems.

4- The response is somewhat effective. If the response is enacted it might improve the situation and result in the positive resolution of the situation without creating new problems.

A.1 BETH WAS CONDUCTING AN INVENTORY OF TOOLS AT HER JOB. HER BOSS TOLD HER THAT SHE WAS DOING THE WORK WRONG AND THAT A 4-YEAR-OLD COULD DO BETTER. THE COMMENT MADE HER FEEL BAD.

1. TELL THE BOSS THAT THE COMMENT WAS UNNECESSARY AND MADE YOU FEEL BAD.
2. IGNORE THE BOSS AND KEEP DOING THE JOB NO MATTER HOW BAD YOU FEEL.
3. WALK AWAY FROM BOSS.
4. GET MAD AND YELL AT THE BOSS.
5. TALK TO A CO-WORKER ABOUT WHAT A JERK THE BOSS IS.
6. APOLOGIZE TO THE BOSS FOR THE MISTAKES AND ASK HIM/HER FOR ADVICE.
7. TELL THE BOSS TO DO THE JOB HIM/HERSELF.
8. ASK A CO-WORKER TO SHOW YOU HOW TO DO THE JOB CORRECTLY.
9. TELL THE BOSS THAT YOU ARE DOING THE BEST YOU CAN.
10. QUIT THE JOB.
11. TELL THE BOSS' SUPERVISOR THAT YOU HAVE BEEN TREATED POORLY.
12. ASK YOUR PARENT(S) TO TALK TO THE BOSS ABOUT THE PROBLEM.
13. WHEN THE BOSS TURNS AROUND GIVE HIM/HER THE FINGER.
14. BECOME UPSET AND GET SICK TO YOUR STOMACH.

A.2 CAROL'S BOSS TOLD HER TO DO SEVERAL JOBS, BUT CAROL HAD SOME OTHER WORK TO DO FIRST AND DIDN'T GET TO WHAT HER BOSS HAD TOLD HER TO DO. LATER, THE BOSS GOT ANGRY AND TOLD HER TO DO WHAT SHE HAD BEEN TOLD RIGHT AWAY. CAROL THOUGHT THIS WAS UNFAIR BECAUSE SHE HAD BEEN WORKING HARD.

1. APOLOGIZE AND EXPLAIN THE SITUATION TO THE BOSS.
2. DON'T TRY TO TALK TO THE BOSS, JUST DO THE ASSIGNED TASK AS QUICKLY AS POSSIBLE.
3. APOLOGIZE FOR NOT DOING THE JOB WHEN YOU WERE TOLD, BUT DON'T EXPLAIN YOUR ACTIONS.
4. AFTER THE BOSS LEAVES THE AREA, TELL YOUR CO-WORKERS THAT THE BOSS IS UNFAIR.
5. TELL THE BOSS THAT YOU'LL MAKE UP THE MISTAKE BY DOING EXTRA WORK.
6. AFTER THE BOSS LEAVES ASK A CO-WORKER TO HELP YOU GET CAUGHT UP WITH ALL OF THE JOBS.
7. GET ANGRY AND YELL AT THE BOSS THAT YOU'RE BEING TREATED UNFAIRLY.
8. TELL THE BOSS THAT YOU WERE WORKING AS HARD AS YOU COULD AND DIDN'T THINK THE JOBS SHE/HE ASSIGNED WERE VERY IMPORTANT.
9. TELL HIM/HER THAT YOU ARE TOO BUSY TO DO ALL OF THAT WORK AND YOU NEED ADDITIONAL HELP.
10. TELL THE BOSS YOU ARE GOING TO QUIT BECAUSE YOU ARE EXPECTED TO WORK TOO HARD.
11. LIE, TELL THE BOSS THAT YOU DID DO THE JOBS AND THAT SOMEONE MUST HAVE RUINED YOUR WORK.
12. BECOME UPSET AND CRY.

Figure 4. Job-Related Social Interactions and Response Alternatives

3- The response is neutral. If this response is enacted it will not improve or deteriorate the situation, nor will it result in the positive or negative resolution of the situation or create new problems.

2- The response is somewhat ineffective. If enacted it might deteriorate the situation, result in the negative resolution of the situation, and create new problems.

1- The response is ineffective. If enacted it is likely to deteriorate the situation, result in the negative resolution of the situation, and create new problems.

After these ratings were completed, it was important to evaluate whether or not they had been conducted in a reliable manner. If the raters could not agree with general consistency on the scaling of the responses to the certain social problems, it would be impossible to use those items in a testing format, as they would not supply meaningful or accurate data. As a rule, we decided that in order for the items to be retained, the ratings of their respective responses had to exhibit an internal consistency reliability of at least .70. We also decided that the assessment instruments should be as sensitive as possible to different levels of social skill effectiveness. Review of several articles (most notably McFall's classic piece [1982]) led us to decide that responses should be grouped into three distinct categories: (a) effective responses to the social problem, (b) fair or neutral responses to the problem, and (c) ineffective responses to the social problem. If such a trichotomy did not exist, we questioned whether or not the item would provide finer discrimination among the more subtle aspects of job-related social skills among BD subjects.

Using the ratings from the evaluation of the responses by the 20 raters, the following numerical parameters were established to differentiate among these three broad categories. Responses that were given a rating of 4 or 5 were judged as being "effective"; responses that were rated as 3 were judged as neutral or "fair"; and responses that were rated as 1 or 2 were categorized as "ineffective."

However, because it was necessary to take into account partial values and the spread of the ratings among the expert panel, a more intricate decision process had to be established. Responses that exhibited a mean ranking greater than, or equal to 3.5 (the lower bound limit of the "real" numerical value of 4), and a standard deviation less than 1.0, were judged as "effective" responses. Responses that possessed a mean rating of 3.49 to 2.5 (the real limits of 3.0), and a standard deviation of less than 1.0, were judged as being "fair" solutions to the particular problem. Responses with a mean rating of less than 2.5 (the upper limit of the "real" value of 2), and a standard deviation of less than 1.0, were assigned to the "ineffective" category.

Whenever the standard deviation equaled or exceeded 1.0, the median value was consulted. If the median value for the response was equal to or greater than the mean values given above, the response was placed in the category corresponding to the mean rating. If the median value was less than the mean rating, assignment of the response to a particular category was made, based on the median value. For example, if a response had a mean value of 3.7 and a standard deviation of .80 it was assigned to the "effective" category. But, if the response was rated as 3.7 and had a standard deviation of 1.00, the median value for the response was consulted. If the median was 3.8 it would be classified as "effective." If the median value was 3.2, though, the response was classified as being "fair."

Analysis of the 137 vignettes used in the Response Enumeration revealed that 78 vignettes conformed to these two selection rules, and 59 did not. **Table 1** presents the distribution of the 78 social situations that were retained, and the 59 social situations that were not, across the 16 content areas. The major reason for an item being rejected from the content pool was not because of unreliable ratings, but rather because the responses to the particular problem did not represent the three categories of response effectiveness (effective, fair, and ineffective). In general, responses were judged by the expert panel as being either very good or very bad, with little representation in the fair category. We felt that items with these kinds of responses might not discriminate efficiently between socially competent and incompetent persons, or provide gradients of skill levels among persons, so they were excluded from the content pool.

Development of the Measures

In this phase of the project, the information gathered in the preceding steps was integrated into draft forms of the measures, which were then field tested. In this project we developed two measures of job-related social skills: a test of job-related social skill knowledge--the SSSK, and a measure of performance--the SSSP. **Figure 5** presents an overview of the structure of the measures and the number of items each contains. Both the SSSK and the SSSP are described below.

SSSK. The purpose of the Scale of Social Skill Knowledge (SSSK) is to assess the job-related social skill knowledge base of adolescents and young adults with behavioral disorders. It is designed to be administered individually to subjects using a verbal role-playing method, an approach that has shown both utility and suitable psychometric rigor with this population (Freedman et al., 1978; Gaffney & McFall, 1981). In this assessment approach, the test administrator presents test items orally to the subject and evaluates the competence of the subject's response using the criteria established in the **Response Evaluation**. The SSSK is organized into two sections: Interactions with Work Supervisors and Interactions with Co-Workers. Copies of the test manual and the test administration booklet are contained in **Appendix B**. Examples of two SSSK items are presented in **Figure 6**.

From the pool of 78 social vignettes retained from the above process we selected 68 that, in our opinion, were nonduplicates and that best represented the types of social interactions these persons were likely to encounter in the work setting. Additionally, we thought that around 1 hour would be the "top end" that any professional or student would be willing to devote to this assessment, so we also selected items based on this time constraint. In their field-test forms, each section took 30 to 35 minutes to administer for each subject (a total of 60 to 70 minutes). Each section was administered in its entirety--from start to finish--and the entire measure was administered at the same sitting individually by an interviewer to a BD adolescent. Each item was read, followed by the question, "What would you say or do if you were in a situation like this?" If necessary for the subject's comprehension, the item and question were repeated.

Immediately after asking, "What would you say or do if you were in a situation like this?", the subject would respond with a short statement describing a discrete response or sequence of responses he or she would make if faced with that particular interaction. This response was then recorded verbatim in the space allocated beneath the appropriate numbered problem on the test response form. At times the subject's response was summarized. When this was done the subject was told what was recorded and asked to confirm the accuracy of the response.

Table 1. Final Distribution of Job-Related Social Problems

DOMAIN	Number of Items	
	RETAINED	DELETED
1. Accepting criticism or correction from a work supervisor	12	8
2. Requesting help from a work supervisor	8	5
3. Following instructions from a work supervisor	9	6
4. Quitting a job	5	3
5. Taking time off	6	2
6. Social problems created by not working as fast as co-worker	5	4
7. Talking to a work supervisor about personal problems	4	5
8. Social problems created by working with a co-worker to complete a job	6	3
9. Dealing with teasing or provocation from co-workers	4	2
10. Managing personal concerns in the workplace	1	2
11. Making friends with coworkers	8	4
12. Talking with a co-worker about his or her behavior	4	6
13. Accepting criticism or correction from a co-worker	3	2
14. Job-related fighting	2	2
15. Stealing and lying	0	2
16. Job-related dating	2	2

Scale of Social SkillS Knowledge

(SSSK)

1. Work Supervisor	32 items
2. Co-Worker	24 items

Scale of Social Skills Performance

(SSSP)

1. Work Supervisor

• Situation-Specific Skills	51 items
• Social Skill Mechanics	17 items
• Adaptive Social Traits	20 items
• Maladaptive Social Traits	15 items
	103 items

2. Co-Worker

• Situation-Specific Skills	27 items
• Social Skill Mechanics	17 items
• Adaptive Social Traits	19 items
• Maladaptive Social Traits	16 items
	79 items

Figure 5. Distribution of Job-Related Items Across the SSSK and SSSP

Supervisor Problem

C.66 Michelle got a new job as a waitress. After Michelle arrived at work on Friday night the boss told her that she had to help close up the restaurant. Michelle didn't want to help because she had a date but her boss was very insistent that she work late.

Response: _____

_____

_____

Circle the MOST appropriate score on the rating scale.

3 2 1

Co-Worker Problem

G.143 Greg was loading logs with a co-worker. The other worker got tired and decided to take a break. Greg was worried that the boss would see them and he'd get in trouble.

Response: _____

_____

_____

Circle the MOST appropriate score on the rating scale.

3 2 1

Figure 6. Examples of SSSK Items

After completing the administration and recording of all items, the responses were then evaluated based on the standards established in the **Response Evaluation**. Each response was scored on a 3-point scale of effectiveness.

3- The response is effective. If this response is enacted it is likely to improve the interaction and result in the positive resolution of the situation without creating new problems.

2- The response is fair. If this response is enacted it will not improve or deteriorate the interaction, nor will it result in the positive or negative resolution of the situation or create new problems.

1- The response is ineffective. If enacted it is likely to deteriorate the interaction, result in the negative resolution of the situation, and create new problems.

Examples of behavioral responses considered as effective, fair, and ineffective for each of the social situations are provided in the SSSK manual under each test item. In some cases the response given by an individual matched a response listed in one of the categories of the scoring template exactly. For example, a response to a social problem from the subject may be, "If I was in a situation like that I would go and talk to the shift foreman about the problem." Consulting the template for that problem reveals a similar response, "talk to the boss about the situation," listed within the effective category of responses. Therefore, the subject's response would be considered effective. However, the response given by the subject may not be similar to the responses given as examples within the categories of each item's scoring template. Thus, it is necessary to judge the stated response in relation to the examples given in each of the three categories and to make a decision regarding whether the response should be judged as effective, fair, or ineffective. As a general rule, we decided that any time a subject threatened physical harm in a response that the response should be scored as ineffective. For this project, subject responses were scored by a team of judges we hired and trained. The particulars of this process, and the results, are presented later in this report in the **Standardization** section.

Scores given each item were then totaled. Subjects then were assigned scores on each section of the SSSK (Interactions with Work Supervisors and Interactions with Co-Workers) and were given a total score for the entire measure.

SSSP. While knowledge of how to behave is a necessary prerequisite to behaving appropriately in a social interaction (Bellack et al., 1978, 1979), it is also necessary to perform the correct social skill. Therefore, it is crucial to assess social skill performance, in this case social skill performance relevant to the work setting, in addition to social skill knowledge.

The most prevalent type of instrument for assessing social skill performance is the rating scale (Becker & Heimberg, 1988; Morrison, 1988). This kind of instrument requires that a third party, one who is knowledgeable about the social skills of an individual in question, complete a series of judgments on the person's skill level. This perception is scored in relation to a stimulus question or statement on a numbered rating scale. For example, a certain question may ask how punctual a particular individual is on a 3-point scale, with 3 being very punctual, 2 being punctual, and 1 being not punctual. You believe the individual is very punctual, so you assign a score of 3.

The Scale of Social Skill Performance (SSSP) is a rating scale that is designed to be completed by a third-party judge who has had the opportunity to observe the BD subject interact with others at the work setting, and is thus familiar enough with the individual to judge the person's social skills. Although there is no firm rule on how long a person should know a subject, we believe that at least 1 month of observing the youth in the job setting is essential. Appropriate raters may include psychologists, counselors, teachers, teacher aides, and--in some cases--the employer. The primary requirement is that the rater have a solid knowledge of how the subject in question actually behaves in work settings.

The distribution of items in the SSSP was provided in **Figure 5**, a copy of the instrument is contained in **Appendix C**. The SSSP consists of two major sections: Interactions with Work Supervisors and Interactions with Co-Workers. Within each of these sections are four areas of social skill performance.

The first area addressed in both the work supervisor and co-worker sections is what we refer to as "Situation-Specific Social Skills." These items parallel those items composing the SSSK, and require that the judge rate the subject in relation to how he or she would resolve each specific problem. Examples of two such items are presented in **Figure 7**.

The second skill area is called "Social Skill Mechanics." Any social or communicative interaction between two or more people is, in part, based on the way in which the individuals express their communicative intent or message. That is, the way we say something may be as important as what is said. Generally these skills relate to facial expressions, bodily gestures, voice intonations, timing of responses, initiating conversations, or asking questions. Spence (1981), Moses (1983), and Walker and McConnell (1988) include various aspects and kinds of social skill mechanics in their assessments of social behavior. Review of these documents, in conjunction with the available literature on social training and assessment of BD adolescents (Bullis & Gaylord-Ross, 1991) and other work we have conducted with this population (Nishioka-Evans, 1988), led to the establishment of a list of discrete social skill mechanics that can be applied to social behavior in the work setting. Examples of these items are presented in **Figure 8**.

The third area is comprised of general statements of "Adaptive Social Behaviors" that were established from the skill clusters identified in the **Problem Specification/Situational Analysis** phase of the project. Examples of these items are presented in **Figure 9**.

The fourth area addresses "Maladaptive Social Behaviors," which clearly are inappropriate in the workplace. These behaviors also were identified from the **Problem Specification/Situational Analysis** process, extensive review of the available literature (Bullis & Gaylord-Ross, 1991), and our experiences in work settings with this population. Examples of these items are presented in **Figure 10**.

To summarize, the field-test draft of the SSSP consisted of two sections (interactions with work supervisors and interactions with co-workers). Each of these sections consists of four skill areas: Situation-Specific Skills, Social Skill Mechanics, Adaptive Social Behaviors, and Maladaptive Social Behaviors. The SSSP took between 40 and 60 minutes to complete in the field testing. Scores for each item in each section were totaled, with subjects being assigned scores in each skill area (Situation-Specific Skills, Social Skill Mechanics, Adaptive Social Behaviors, Maladaptive Social Behaviors) in both the Work Supervisor and Co-Worker sections.

Supervisor

A.4. Grant was hired to be a mechanic at an automobile repair shop but all he did was clean-up. He went in to work on his birthday hoping that he would get to do mechanical work. Grant was very disappointed when he realized that he wasn't going to be allowed to work on the cars that day.

Circle the MOST appropriate score on the rating scale.

Effective	5	* Make an appointment with the boss to talk about what you need to do to start working as a mechanic.
	4	* Tell the boss that you are very frustrated about not doing what you were hired to do and ask what you can do about it.
Fair	3	* Ask the boss if you could work on cars since it is your birthday.
Ineffective	2	* Do what you're told no matter what, there is nothing you can do to get a different job. * Go to the boss and ask for the day off. * Pretend that you're sick and walk out. * Start doing the job you want anyway.
	1	* Tell the boss that you won't do clean-up anymore. * Pick a fight with the boss or a co-worker over anything. * Quit the job on the spot.

Co-Worker

K.192. Charles was to work with a co-worker to clean out sawdust from a machine. They worked for 5 minutes and then the co-worker took a long break leaving Charles to do the work alone. Charles was mad because he got stuck doing the job.

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Stop and tell the co-worker that you have done your share and s/he can do the rest.
Fair	3	* Tell the co-worker that you will go to the boss unless s/he does his/her share.
Ineffective	2	* Go to the boss and ask to be transferred so you don't have to work with the co-worker. * Try to do the whole job yourself. * Do what you think is fair and walk away without saying a word about the job to the co-worker.
	1	* Go to the boss and demand that something be done about the co-worker. * Yell at the co-worker to get off his ass. * Become angry and stomp away from the work area. * Stop and goof off too. * Threaten to beat up the co-worker unless s/he helps out.

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Figure 7. Examples of SSSP, Situation-Specific Skills Items

Supervisor

5. How well does the individual use appropriate head movements to confirm or disagree with a point of conversation, or to emphasize a particular aspect(s) of a social interaction with the work supervisor?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

6. How well does the individual maintain eye contact in social interactions with the work supervisor (e.g., doesn't look away or try to "stare down")?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

7. How well does the individual limit stuttering and stammering in interactions with the work supervisor?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

Co-Worker

8. How well does the individual give verbal affirmations (e.g., I see, OK, uh huh), providing feedback that he or she is attending to the co-worker's comments.

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

9. How well does the individual time his or her comments to avoid interrupting the co-worker?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

10. How well does the individual initiate conversations or ask questions of co-workers?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

Figure 8. Examples of SSSP, Social Skill Mechanics Items

Supervisor

11. How well does the individual respond if the work supervisor does not allow him or her to take time off from work?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

12. How well does the individual discuss problems with the work supervisor regarding his or her work schedule?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

13. How well does the individual go about talking to the work supervisor about quitting the job?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

Co-Worker

1. How well is the individual able to ask co-workers for assistance to complete a work task?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

2. How well is the individual able to go about trading work tasks with a co-worker?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

3. How well is the individual able to handle teasing from co-workers about his or her personal appearance or habits?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

Figure 9. Examples of SSSP, Adaptive Behavior Items

Supervisor

8. The individual steals work supervisor's personal property.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

9. The individual steals materials or money that belongs to his or her place of employment.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

10. The individual lies to the work supervisor regarding work tasks.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

Co-Worker

7. The individual is physically aggressive towards co-workers.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

8. The individual is unable to control his or her bad moods or emotions toward co-workers.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

9. The individual displays bizarre, inappropriate behaviors (e.g., wild singing or body movements) toward co-workers.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

Figure 10. Examples of SSSP Maladaptive Social Behavior Items

Scores for each of these sections were then added, and a total score was assigned for the entire Work Supervisor and entire Co-Worker sections. Adding the total scores for the Work Supervisor and Co-Worker sections yielded an aggregate score for the entire measure.

STANDARDIZATION

A necessary step in the development of any measure is to establish the measure's psychometric characteristics (reliability and validity). In this process, the instrument is administered to a number of members of the population for whom the test is constructed, and then a series of statistical analyses are conducted to guide the selection test items comprising the final form of the measure and to calculate its psychometric properties. Before conducting such a large scale effort, it is advisable to pilot test the measure(s) with a smaller number of subjects to identify gross errors or weaknesses. This section describes the results of the pilot testing of the SSSK and the SSSP, and then presents the results of the field testing and validity studies of the measures.

Pilot Testing

Both the SSSK and the SSSP were pilot tested in the winter of 1990. The specifics of this process follow.

Site

The pilot test was conducted in the Sprague High School project, which has been operated by Teaching Research for almost 13 years. This project is funded jointly by the Oregon Department of Mental Health, Child Services Division, and the Salem Public Schools. It serves the most disordered youth affiliated with the human resource agencies in the state. All have an extensive history of emotional and behavioral problems, criminal histories, and multiple living and educational placements. The usual census of this program is 12 to 16, with a roughly equal split between males and females. While in the program, subjects reside in either a group home or supervised apartment situation, attend public school in a resource room placement, and are placed in competitive job placements. The vocational experience included in this program involves intensive and careful training, and support, and follow-up services are provided each subject by vocational specialists (Fredericks, Bullis, Nishioka-Evans, & Lehman, in press).

Subjects

The adolescents in this study included 6 males and 3 females, all of whom were designated as BD by the school district. Each person also exhibited significant learning problems (e.g., learning disabilities, mental retardation).

Procedures

The first two authors of this report administered the SSSKs (Bullis administered 4 and Nishioka-Evans, 5). These two staff then rated each SSSK independently according to rating directions. Each subject was rated on the SSSP by the respective vocational specialist. Additionally, Ms. Nishioka-Evans, who supervises the Sprague project and who had a comprehensive awareness of the subjects and their skills, completed an SSSP on each subject.

Analyses

For the SSSK, correlations were computed between the two scores given each subject by the judges for the Work Supervisor and Co-Worker subtests. For the SSSP, correlations were computed between each rater's score for each of the four skill components for both the Work Supervisor and Co-Worker sections. Correlations also were computed between total scores for the Work Supervisor and Co-Worker sections.

Results

Table 2 presents the interjudge reliability indices results for the SSSK and SSSP. The reliability indices for the SSSK were acceptable for this type of instrument (Bolton, 1987; Salvia & Ysseldyke, 1988). Overall, the reliability indices for the SSSP were also acceptable, but lower indices were apparent on selected skill areas. These findings were most probably due to the small sample size of this study.

Staff involved in this part of the project were debriefed regarding each instrument and the need for suggested changes. Overall, the comments were positive, but some wording problems were noted. Also, the length of the Situation-Specific Skills areas of the SSSP was identified as a weakness. Specifically, the section was regarded as excessively long and requiring considerable effort to complete.

Discussion

The results of this study supported the use of the two instruments in a practical setting. The concern over the length of the SSSP was weighed by project staff for revision of the instrument, and deletion of the Situation-Specific Skill areas on the SSSP was considered. However, we decided that it made more sense to make such a major revision based on a larger number of subjects. Specific wording changes were made to each instrument.

Field Testing

Field testing of the SSSK and SSSP was conducted in the spring through fall of 1991. Recruitment of programs and their subjects who would be involved in the field tests was complicated by a practical issue. The SSSK required approximately 60 to 70 minutes to be administered to individual subjects during the school day, coupled with a 40- to 60-minute commitment per subject to complete the SSSP. Moreover, given the preliminary nature of the SSSK we wanted to administer the bulk of the instruments ourselves, or involve sites in which we were able to train and monitor staff who would administer the measure. Accordingly, geographical and travel considerations were weighed in recruiting and selecting sites.

To encourage participation, we offered all programs that participated in this part of the project a free copy of the SSSK and SSSP upon their completion, access to subject performance on the measures, and free consultation from our staff. In some cases, agreements were made with programs to administer only the SSSK or for staff to complete only the SSSP on subjects. At most sites, the SSSK was administered by a team of interviewers who were trained in the administration and recording process. At selected sites, a contact person was identified and trained in the administration procedures for this particular instrument. At each site, a staff person was identified to complete demographic information on each subject. In all cases program staff

Table 2. Pilot Test Results

Interjudge Reliability Ratings (2 Judges)
Sprague High School Students (9 Students)

(SSSK)

1. Work Supervisor	.88
2. Co-Worker	.90

(SSSP)

1. Work Supervisor	.91
• Situation Specific skills	.83
• Social Skill Mechanics	.92
• Adaptive Social Traits	.68
• Maladaptive Social Traits	.81
2. Co-Worker	.85
• Situation Specific Skills	.76
• Social Skill Mechanics	.92
• Adaptive Social Traits	.80
• Maladaptive Social Traits	.52

were paid a small fee for completing the two instruments, the demographic form, and coordinating the assessments.

Contact with each program was initiated with a phone call or visit that included a review of a packet of information on the measures, their development, and administration. In some instances it was necessary to secure permission to conduct the study through a school board or governing body. We required that subjects involved in the project be involved in some type of work placement for at least 8 hours per week for at least 1 month. In all cases, program requirements for consent/release of information to secure the participation of their subjects were followed.

Table 3 presents an overview of the 16 programs and 309 subjects that participated in this phase of the project. A summary of the demographic characteristics of the total sample is provided in **Table 4**. The rest of this section provides an overview of the standardization results for the SSSK and the SSSP respectively, followed by the results of validity studies on both measures.

SSSK

Subjects. **Table 5** presents a summary of the demographic characteristics of the subjects who were administered an SSSK.

Procedures. The SSSKs were administered in nine sites by four interviewers who were trained and supervised by project staff. At four locations (Individual Progress Center, Jones Center, Harrison Secondary School, and the Maine Medical School) site staff were identified and trained in the administration of the measure. Training in the completion of the SSSK was afforded these persons through direct training or through phone consultation (**Appendix D**). In each case, the training included an overview of the project, a description of the SSSK and the rationale behind its development. Next, staff were carefully "walked through" each section of the instrument and the administration procedures. Following this, examples of subject statements and the way in which they were recorded were presented and discussed. We requested that these persons not score the forms.

At sites where the SSSKs were administered by Teaching Research staff, scheduling was coordinated with site personnel and ongoing checks of the accuracy of the interviewers' recording were made at least twice on an unannounced basis. At the four other sites, scheduling of the assessments was made by site staff. Regular calls were made to these persons by project staff to monitor progress and resolve any problems.

Scoring. Upon completion of the SSSKs in each site, six copies of each completed instrument were made. Six judges were hired and received intensive training in the scoring of the SSSK responses through a multi level approach. These judges were professionals in the social sciences, being either teachers or residential care providers. One had a master's degree; three had completed their bachelor's degree; and two had not completed college.

A half-day training session was conducted on the project and on the scoring of the instrument. In this session two "canned" SSSKs were developed by project staff. Staff and judges discussed the particulars of scoring one of the measures as a group. Judges then scored the second SSSK independently. Upon completion, discussion of the scoring of each item was conducted, and questions or problems with the scoring were resolved. The judges were then

Table 3. Participating Programs and Number of Subjects

Name	n
Atlanta, GA	30
Farm Home, OR	20
Harrison Secondary, MN	10
Hillcrest, OR	21
Holmes Correctional Facility, FL	20
Individual Progress Center, NA	20
Jones Center, UT	43
MacLaren, OR	18
Maine Medical Center, ME	7
Marion ESD, OR	18
Minneapolis, SE-Metro, MN	16
Parrott Creek, OR	8
Polk County ESD, OR	9
Salem-Keizer Schools, OR	42
Sprague, OR	12
Springfield Schools, OR	15
	309

Table 4. Demographic Characteristics, Total Sample (n = 309)

Gender
Male - 236 (76%)
Female - 73 (24%)

Age
$\bar{x}$ = 16.80
sd = 1.91

	BD	Adjudicated	Ever Worked	Currently Working	Currently In Institution	Ever in Institution
Yes	183 (59%)	144 (47%)	185 (60%)	175 (57%)	85 (28%)	110 (36%)
No	126 (41%)	132 (43%)	88 (29%)	85 (28%)	224 (72%)	140 (45%)
Missing	--	33 (10%)	36 (11%)	49 (15%)	--	59 (19%)

	Verbal IQ (n = 120)	Perf IQ (n = 122)	Reading Grade Equiv. (n = 211)	Math Grade Equiv. (n = 211)	Spelling Grade Equiv (n = 192)
$\bar{x}$	87.83	93.56	7.15	6.70	6.43
sd	16.44	16.90	3.37	2.92	3.20

Functional IQ Level (n = 178)

Very Superior/Gifted	- 1
Superior/Talented	- 4
High Average/Bright	- 19
Average	- 83
Low Average	- 31
Borderline	- 23
Mild MR	- 12
Moderate MR	- 4
Severe MR	- 1

Table 5. Demographic Characteristics, SSSK Sample (n =215)

Gender	Age
Male - 156 (73%)	$\bar{x}$ = 16.76
Female - 59 (27%)	sd = 1.45

	BD	Adjudicated	Ever Worked	Currently Working	Currently Instit.	Ever Instit.
Yes	131 (61%)	74 (34%)	139 (65%)	129 (60%)	45 (21%)	76 (35%)
No	84 (39%)	111 (52%)	55 (26%)	70 (33%)	170 (79%)	114 (53%)
Missing	--	30 (14%)	21 (10%)	16 (7%)	--	25 (12%)

	Verbal IQ (n = 101)	Perf IQ (n = 103)	Reading Grade Equiv. (n = 155)	Math Grade Equiv. (n = 156)	Spelling Grade Equiv (n = 142)
$\bar{x}$	88.10	94.48	7.40	6.83	6.51
sd	15.75	16.29	3.43	7.89	3.23

Functional IQ Level (n = 154)

Very Superior/Gifted	- 1
Superior/Talented	- 4
High Average/Bright	- 15
Average	- 74
Low Average	- 29
Borderline	- 20
Mild MR	- 9
Moderate MR	- 2
Severe MR	- 1

assigned 10 SSSKs to score independently in 1 week. Upon reconvening, scoring issues were discussed by the group. For these 10 measures, item scores given by each judge were listed, and the interjudge reliability for each scale was computed. The reliability for the Work Supervisor scale was .92 and .82 for the Co-Worker scale. Following this second meeting, the judges were assigned 50 more SSSKs to complete within a 2-week period. Again the judges met to resolve coding problems, and analyses were conducted on each subtest, with an index of .91 achieved for the Work Supervisor subtest and .79 for the Co-Worker subtest. The rest of the SSSKs were assigned for completion within 1 month. During this time, judges were encouraged to call with specific questions or problems.

One judge was unable to complete the rating task, so five judges completed all of the SSSKs. Analyses of this data set revealed that one of these judges was highly deviant from the other four in ratings. Accordingly, this individual was dropped from the data set, and four judges were used in subsequent analyses. Scores on the SSSK were based on the mean rating of each item by the four judges. For example, if two judges scored an item a 3 and two scored the item a 2, the average score for the item was 2.5 (3+3+2+2 = 10; 10/4 = 2.5). These item averages were then summed across subtests to establish scores.

Item Analyses. The interjudge reliability of the four judges' ratings for each item was calculated through Ebel's Intraclass Correlation Coefficient (Kerlinger, 1986). **Table 6** presents the interjudge reliabilities for each item. The average interjudge reliability for the Work Supervisor subtest was .90 and for the Co-Worker subtest .91. These results indicate high overall agreement among the judges' ratings for each of these items.

Correlations between each individual item and the respective subtest were calculated through the point-biserial statistic (Nunnally, 1978). As a general rule, coefficients between .2 to .4 indicate suitable interrelationship between individual items and the pool of other items comprising the measure. **Table 7** presents the item-total correlations for the Work Supervisor subtest and **Table 8** presents the item-total correlations for the Co-Worker subtest. Each of the items comprising the Work Supervisor subtest exceeded the statistical standard and the average item-total correlation was .38. All but one of the items comprising the Co-Worker subtest exceeded this standard and the average item-total correlation was .34.

Subtest Characteristics. **Table 9** presents the characteristics of the subtest (number of items, range, mean, standard deviation, and internal consistency reliability). The internal consistency reliability for the two subtests and the total measure exceed the generally accepted standard of .75 for screening measures of this type (Bolton, 1987; Salvia & Ysseldyke, 1988).

Table 10 presents the intercorrelation among the two subtests and the total measure. These indices are highly statistically significant indicating considerable overlap between the subtests. **Table 11** presents the intercorrelation among selected demographic characteristics and SSSK performance. These data show a statistically significant and positive correlation between gender and test performance (females score higher) and a statistically significant negative correlation between BD classification and test performance (subjects labeled as BD score lower).

SSSP

Subjects. **Table 12** summarizes demographic information on the subjects for whom an SSSP was completed.

Table 6. InterJudge Reliabilities by Item for SSSK Work Supervisor and Co-Worker Subtests

Supervisor		Co-Worker	
Item	r	Item	r
1.	.95	1.	.92
2.	.92	2.	.91
3.	.94	3.	.91
4.	.96	4.	.87
5.	.88	5.	.94
6.	.93	6.	.94
7.	.85	7.	.91
8.	.95	8.	.94
9.	.91	9.	.96
10.	.87	10.	.93
11.	.90	11.	.91
12.	.85	12.	.90
13.	.86	13.	.98
14.	.96	14.	.90
15.	.91	15.	.86
16.	.86	16.	.87
17.	.95	17.	.96
18.	.84	18.	.98
19.	.94	19.	.92
20.	.89	20.	.91
21.	.86	21.	.91
22.	.92	22.	.90
23.	.94	23.	.84
24.	.94	24.	.86
25.	.89	$\bar{x}$	= .91
26.	.88		
27.	.86		
28.	.83		
29.	.88		
30.	.91		
31.	.93		
32.	.94		
$\bar{x}$	= .90		

Table 7. Item-Total Correlations, SSSK - Supervisor Subtest

Item	Item-total Correlation
1.	.37
2.	.38
3.	.32
4.	.40
5.	.44
6.	.29
7.	.35
8.	.41
9.	.51
10.	.30
11.	.36
12.	.26
13.	.32
14.	.46
15.	.39
16.	.51
17.	.38
18.	.52
19.	.36
20.	.43
21.	.30
22.	.23
23.	.25
24.	.49
25.	.43
26.	.41
27.	.43
28.	.38
29.	.27
30.	.50
31.	.27
32.	.28
	$\bar{x}$ = .38

Table 8. Item-Total Correlations, SSSK - Co-Worker Subtest

Item	Item-total Correlation
1.	.23
2.	.26
3.	.27
4.	.46
5.	.50
6.	.40
7.	.43
8.	.48
9.	.16
10.	.48
11.	.20
12.	.27
13.	.32
14.	.45
15.	.32
16.	.38
17.	.20
18.	.24
19.	.33
20.	.37
21.	.40
22.	.29
23.	.38
24.	.24
	$\bar{x}$ = .34

Table 9. SSSK Characteristics

	Supervisor	Co-Worker	Total
# of items	32	24	56
Possible Range	32-96	24-72	56-168
Actual Range	39-88.50	32-66.50	74.75-154.75
$\bar{x}$	67.08	47.92	114.97
sd	9.62	7.36	15.70
Internal Consistency	.86	.80	.90

Table 10. Intercorrelation Between SSSK Subtests and Total Measure

WS	--		
CO	.70**		
TOT	.94**	.90**	

** Significant at the .01 level

Key
WS - Work Supervisor Subtest
CO - Co-Worker Subtest
TOT - Total Measure

Table 11. Intercorrelations Among Subject Demographic Characteristics and Performance on the SSSK

	Gender	Age	Arrest	Instit	BD
WS	.17*	.09	-.13	-.08	-.23**
CO	.30**	.06	-.15*	-.02	-.27**
TOT	.24**	.08	-.15*	-.06	-.27**

* - Significant at .05
** - Significant at .01

Key
Instit - Institutionalized
BD - Behaviorally Disordered
WS - Work Supervisor
CO - Co-Worker
TOT - Total

Table 12. Demographic Characteristics, SSSP Sample (n = 287)

Gender
Male - 220 (77%)
Female - 67 (23%)

Age
$\bar{x}$ = 16.86
sd = 1.92

	BD	Adjudicated	Ever Worked	Currently Working	Currently In Institution	Ever in Institution
Yes	173 (60%)	134 (47%)	178 (62%)	172 (60%)	75 (26%)	99 (35%)
No	114 (40%)	131 (46%)	86 (30%)	76 (27%)	212 (74%)	140 (49%)
Missing	--	22 (7%)	23 (8%)	39 (13%)	--	48 (16%)

	Verbal IQ (n = 113)	Perf IQ (n = 115)	Reading Grade Equiv. (n = 200)	Math Grade Equiv. (n = 200)	Spelling Grade Equiv (n = 181)
$\bar{x}$	87.27	92.87	7.10	6.68	6.39
sd	16.54	16.93	3.41	2.95	3.18

Functional IQ Level (n = 167)

Very Superior/Gifted	- 1
Superior/Talented	- 4
High Average/Bright	- 18
Average	- 77
Low Average	- 29
Borderline	- 22
Mild MR	- 11
Moderate MR	- 4
Severe MR	- 1

Procedures. Project staff met with staff at each site to review the SSSP and to coordinate the assessment process. Generally, measures were assigned to be completed on individual subjects by a teacher or aide who had primary responsibility for supervising their work experience or placement. At three sites it was possible to recruit two raters for individual subjects. These two raters each independently completed an SSSP on the subject. These two ratings later were used to establish the interjudge reliability of the measure.

Scoring. The ratings on each subject were totaled for each skill component in each section of the SSSP to establish a score. Scores for each skill area were then totaled to form a score for the Work Supervisor and Co-Worker sections. The scores for these two sections were added to establish an aggregate score.

Item Analyses. Correlations between each individual item and the respective subtest were calculated through the point-biserial statistic (Nunnally, 1978). As for the SSSK, as a general rule, coefficients between .2 to .4 indicate suitable interrelationship between individual items and the pool of other items comprising the measure. **Tables 13 to 16** present the item-total correlations for the four skill areas of the Work Supervisor section and **Tables 17 to 20** present the item-total correlations for the four skill areas comprising the Co-Worker section. Overall, these indices far exceed this statistical standard.

Subtest Characteristics. **Table 21** presents the characteristics of the skill areas for the Work Supervisor section (number of items, range, mean, standard deviation, and reliabilities) and **Table 22** presents similar data for the Co-Worker section. The internal consistency reliability for each skill area and both sections are quite high and should be regarded as more than adequate (Bolton, 1987; Salvia & Ysseldyke, 1988). On the other hand, the interjudge reliabilities for the skill areas and sections of the scale are lower. This is to be expected for this type of index; however, one would hope to see interjudge reliabilities of around .7 (Morrison, 1988). In this light, the interjudge reliability of the Situation-Specific Skill area for both the Work Supervisor and Co-Worker sections would be regarded as less than adequate.

Table 23 presents the intercorrelation for each of the skill areas and sections. As for the SSSK, a high degree of intercorrelation is demonstrated for the skill areas and sections suggesting overlap among skill areas and that some underlying construct may operate across skill areas. **Table 24** presents the intercorrelations among selected demographic characteristics and skill areas. Most apparent, these data show a statistically significant, but low positive correlation between age and ratings of skill performance (older subjects were rated higher), and statistically significant, moderate negative correlations between BD classification and ratings of skill performance (subjects labeled as BD were rated lower).

Validity

In contrast to reliability, validity is a test characteristic that must be established over time through repeated studies and in various ways (Nunnally, 1978). These data can then be used to interpret the test scores or to derive meaning to a result (e.g., what does a score of 50 on a particular test mean?). There are three types of test validity (American Psychological Association, 1985):

* **Content Validity** - The way in which the instrument accurately reflects and samples the content domain or area of concern.

Table 13. Item-Total Correlations, SSSP-Work Supervisor Section Situation-Specific Social Skills

Item	r	Item	r
1.	.63	32.	.66
2.	.54	33.	.69
3.	.74	34.	.67
4.	.75	35.	.73
5.	.69	36.	.77
6.	.66	37.	.64
7.	.68	38.	.53
8.	.68	39.	.57
9.	.67	40.	.61
10.	.74	41.	.79
11.	.72	42.	.72
12.	.73	43.	.74
13.	.65	44.	.64
14.	.77	45.	.75
15.	.71	46.	.67
16.	.55	47.	.72
17.	.61	48.	.54
18.	.78	49.	.62
19.	.72	50.	.72
20.	.66		$\bar{x}$ = .69
21.	.70		
22.	.75		
23.	.77		
24.	.71		
25.	.85		
26.	.64		
27.	.78		
28.	.71		
29.	.68		
30.	.70		
31.	.77		

Table 14. Item-Total Correlations, SSSP Work Supervisor Section, Social Skill Mechanics

Item	r
1.	.72
2.	.68
3.	.70
4.	.74
5.	.79
6.	.76
7.	.60
8.	.76
9.	.62
10.	.79
11.	.73
12.	.80
13.	.76
14.	.71
15.	.66
16.	.54
17.	.50
	$\bar{x}$ = .70

Table 15. Item-Total Correlations, SSSP Work Supervisor Section, Adaptive Social Skills

Item	r
1.	.79
2.	.75
3.	.78
4.	.82
5.	.73
6.	.77
7.	.69
8.	.80
9.	.83
10.	.74
11.	.72
12.	.80
13.	.79
14.	.80
15.	.69
16.	.73
17.	.68
18.	.82
19.	.85
20.	.69
	$\bar{x}$ = .76

Table 16. Item-Total Correlations, SSSP Work Supervisor Section, Maladaptive Social Behaviors

Item	r
1.	.78
2.	.80
3.	.54
4.	.41
5.	.54
6.	.77
7.	.77
8.	.68
9.	.67
10.	.73
11.	.67
12.	.19
13.	.79
14.	.50
15.	.73
	$\bar{x}$ = .64

Table 17. Item-Total Correlations, SSSP-Co-Worker Section, Situation-Specific Social Skills

Item	r
1.	.51
2.	.62
3.	.68
4.	.71
5.	.73
6.	.68
7.	.62
8.	.75
9.	.75
10.	.67
11.	.70
12.	.71
13.	.70
14.	.73
15.	.60
16.	.68
17.	.78
18.	.56
19.	.63
20.	.66
21.	.67
22.	.73
23.	.77
24.	.73
25.	.71
26.	.79
27.	.66
	$\bar{x}$ = .69

Table 18. Item-Total Correlations, SSSP-Co-Worker Section, Social Skill Mechanics

Item	r
1.	.77
2.	.72
3.	.70
4.	.75
5.	.81
6.	.75
7.	.68
8.	.79
9.	.63
10.	.77
11.	.77
12.	.79
13.	.77
14.	.69
15.	.67
16.	.55
17.	.47
	$\bar{x}$ = .71

Table 19. Item-Total Correlations, SSSP-Co-Worker Section, Adaptive Social Skills

Item	r
1.	.76
2.	.77
3.	.71
4.	.69
5.	.71
6.	.72
7.	.70
8.	.73
9.	.40
10.	.45
11.	.52
12.	.64
13.	.82
14.	.68
15.	.79
16.	.76
17.	.73
18.	.83
19.	.70
	$\bar{x}$ = .69

Table 20. Item-Total Correlations, SSSP-Co-Worker Section, Maladaptive Social Behaviors

Item	r
1.	.74
2.	.75
3.	.78
4.	.72
5.	.60
6.	.85
7.	.80
8.	.73
9.	.38
10.	.68
11.	.77
12.	.56
13.	.55
14.	.58
15.	.08
16.	.73
	$\bar{x}$ = .64

Table 21. SSSP-Work Supervisor Section, Psychometric Characteristics (n = 17 to 25 for Interjudge)

	SSS	SSM	ASB	MSB	TOT
# of Items	50	17	20	15	102
Possible Range	50-250	17-85	20-100	15-75	102-510
Actual Range	65-249	30-85	21-100	34-75	163-509
$\bar{x}$	149.18	64.69	64.14	63.29	341.31
sd	38.32	12.99	16.26	9.24	69.27
Internal Consistency	.98	.95	.97	.92	.99
Interjudge	.55	.69	.83	.88	.71

Key
SSS - Situation-Specific Skills
SSM - Social Skill Mechanics
ASB - Adaptive Social Behaviors
MSB - Maladaptive Social Behaviors
TOT - Total

Table 22. SSSP-Co-Worker Section, Psychometric Supervisor Characteristics (n = 17 to 25 for Interjudge)

	SSS	SSM	ASB	MSB	TOT
# of Items	27	17	19	16	79
Possible Range	27-135	17-85	19-95	16-80	79-395
Actual Range	31-133	30-85	22-95	30-80	126-393
$\bar{x}$	79.04	65.23	64.40	64.19	272.87
sd	22.52	12.48	14.35	10.74	52.35
Internal Consistency	.96	.95	.95	.93	.98
Interjudge	.44	.65	.66	.72	.71

Key
SSS - Situation-Specific Skills
SSM - Social Skill Mechanics
ASB - Adaptive Social Behaviors
MSB - Maladaptive Social Behaviors
TOT - Total

Table 23. Intercorrelations Among SSSP Skill Areas and Sections

Work Supervisor

SSS									
SSM	.66**								
ASB	.81**	.82**							
MSB	.69**	.50**	.56**						
TOT	.96**	.82**	.92**	76**					

Co-Worker

SSS	.93**	.61**	.73**	.62**	.89**				
SSM	.60**	.92**	.78**	.46**	.76**	.58*			
ASB	.75**	.84**	.88*	.56**	.86**	.75**	.86**		
MSB	.70**	.51**	.56**	.90**	.75**	.65**	.48**	.59**	
TOT	.89**	.83**	.86**	.72**	.95**	.91**	.83**	.93**	.76**

* - Significant at .05
** - Significant at .01

Key
SSS - Situation-Specific Skills
SSM - Social Skill Mechanics
ASB - Adaptive Social Behaviors
MSB - Maladaptive Social Behaviors
TOT - Total

Table 24. Intercorrelations Among Demographics Characteristics and SSSP Ratings

Work Supervisor	Gender	Arrest	Instit	BD
-SSS	.21**	.18**	-.15*	-.43**
-SSM	.12*	-.11	-.01	-.23**
-ASB	.20**	.07	-.10	-.30**
-MSB	.18**	.29*	-.27**	-.39**
-TOT	.20**	.16*	-.15*	-.43**
Co-Worker				
-SSS	.18**	.13*	-.19**	-.37**
-SSM	.13*	-.17*	-.06	-.18**
-ASB	.19**	.01	-.11	-.27**
-MSB	.18**	.17**	-.30**	-.30**
-TOT	.21**	.04	-.20**	-.35**

* -Significant at .05
**-Significant at .01

Key
Instit - Institutionalized
BD - Behaviorally Disordered
SSS - Situation-Specific Skills
SSM - Social Skill Mechanics
ASB - Adaptive Social Behaviors
MSB - Maladaptive Social Behaviors

* **Criterion Validity** - The relationship of test performance to actual measurement of the target or criterion behavior at a similar point in time (concurrent validity) or at some future time (predictive validity).

* **Construct Validity** - The relationship of test performance to a theoretical network of latent and observed variables and factors.

Each of these types of validity for both the SSSK and the SSSP are discussed below.

Content Validity

Nunnally (1978) states that the content validity of a measure is demonstrated best through the procedures followed in its development. That is, the steps followed in identifying and sampling the content of the test dictate in large part whether or not the test adequately samples content from the domain of concern. Given the extensive procedures followed in developing the SSSK and the SSSP, we feel safe assuming that both measures are content valid.

Criterion Validity

One common way to establish the criterion, or concurrent, validity of a measure is to correlate two different measures of the same skill, with the resulting correlation being used as an index of concurrent validity (Nunnally, 1978). For example, in social skill research, a procedure that is frequently used correlates one measure of social skill to third-party ratings of the same skill (Odom & McConnell, 1985). Typically, in the general literature, these indices are in the moderate range (.3 to .5), a finding that has been corroborated in studies comparing various vocational skills with third-party ratings (Greenan & Winters, 1989; Greenan & Jarwan, 1992).

In this project there is a clear parallel to this approach: that is, to examine the relationship of performance on the SSSK to ratings on the SSSP. **Table 25** presents the intercorrelations among SSSK performance and SSSP ratings. It may be seen that these indices all are statistically significant and, in the moderate range, evidence for the concurrent validity of the measures.

Construct Validity

The construct validity of assessment instruments is a complex and sophisticated psychometric property. Recently, experts in the field of measurement (e.g., Kerlinger, 1986; Messick, 1989; Nunnally, 1978) have taken the position that construct validity is the most important type of validity and that it encompasses both content and criterion validity. These discussions are very lengthy, and in some cases esoteric, and will not be detailed here. Suffice it to say that construct validity is an extremely important test property, especially when examining a content area that does not lend itself to measurement of the actual criterion. For example, when researching the validity of job-related social behavior, it is very difficult to gather accurate and comprehensive information on individuals' skills in work settings due to a variety of practical (e.g., the difficulty of observing behavior in these settings over time) and theoretical (e.g., what behaviors to look at) issues. In such cases it may be more enlightening and may contribute more to statements of strength for the measure's validity if the researcher theorizes how the instrument will relate to other pertinent variables.

Table 25. Intercorrelations Among SSSK Performance and SSSP Ratings

SSSP-WS	SSSK-WS	SSSK-Co	SSSK-TOT
SSS	.45**	.42**	.48**
SSM	.30**	.30**	.33**
ASB	.29**	.31**	.33**
MSB	.38**	.35**	.40**
TOT	.47**	.45**	.50**
SSSP-Co			
SSS	.39**	.37**	.42**
SSM	.28**	.29**	.31**
ASB	.30**	.34**	.35**
MSB	.37**	.35**	.40**
TOT	.42**	.41**	.45**
SSSP-TOT	.51**	.47**	.54**

* - Significant at the .05 level
** - Significant at the .01 level

Key
SSSK - Scale of Social Skill Knowledge
SSSP - Scale of Social Skill Performance
WS - Work Supervisor
Co - Co-Worker
SSS - Situation-Specific Skills
SSSM - Social Skill Mechanics
ASB - Adaptive Social Behaviors
MSB - Maladaptive Social Behaviors
TOT - Total

One such approach that has been used in a variety of test development and validity studies is called the "discriminant group," "criterion keying," "criterion group," "known group," or "contrast group" method (Bellack & Hersen, 1988; Kazdin, 1982; Trower, 1980; Wiggins, 1973), and the result is sometimes called "discriminant validity" (Kerlinger, 1986). Essentially, the researcher theorizes how carefully constructed groups will perform on the measure. Results in the hypothesized direction provide data supporting the relevance of the measure for the target population and evidence confirming the inherent, assumed differences in abilities of the groups on the specific content area(s) of direct concern (see descriptions of the development of the popular and widely used Minnesota Multiphasic Personality Inventory [MMPI] by Wiggins, 1973, and social skills research by Freedman et al., 1978 for examples).

This approach makes implicit sense, from both a research and pragmatic perspective. Accordingly, we conducted a social comparison study for both the SSSK and the SSSP.

SSSK. Examination of the demographic characteristics of all of the subjects revealed that they would be categorized in two ways. First, it was apparent that there were five distinct groups: **Group 1** was composed of individuals who were not in special education and who were enrolled in vocational education through their school program; **Group 2** was composed of secondary special education students (labeled as learning disabled or mildly mentally retarded) without a history of behavioral problems in school work-experience programs; **Group 3** was composed of BD students in mainstream settings who were involved in work-experience programs; **Group 4** was composed of BD persons in institutional settings; and **Group 5** was composed of nonlabeled persons in institutional programs (these subjects were older and incarcerated for criminal activities). **Table 26** provides a summary of the demographic characteristics of each of these groups.

Comparisons among these groups on the Work Supervisor, Co-Worker, and Total SSSK scores were conducted through a series of one-way Analysis of Variance (ANOVA) procedures, using group designation as the independent variable (Keppel, 1982). When a statistically significant result was found, the direction of the differences among the groups was followed up through the Scheffe post hoc procedure (Klockars & Sax, 1986).

The top halves of **Tables 27, 28, and 29** present the results of these analyses. In each case the overall F value is highly statistically significant, and in each case the Scheffe procedure confirms that **Group 1** scored significantly higher than persons in **Groups 2, 3, or 4**. However, the difference between **Group 1** and **Group 5**, while clearly favoring the former, was not statistically significant in the three comparisons. It may be that the subjects comprising **Group 5** (older subjects with a history of criminal behavior) were aware enough of the social requirements of the work setting that they were able to respond to the items on the SSSK in a reasonably proficient manner.

Second, on a molar level, we compared the performance of **Group 1** to the performance of all special needs (**ASN**) subjects (**Groups 2 + 3 + 4 + 5**) through a one-way ANOVA. The bottom halves of **Tables 27, 28, and 29** present the results of these analyses. In each case, the F value is highly statistically significant, again demonstrating the discriminant power of the measure.

SSSP. As with the SSSK, we conducted two sets of comparisons. The first set compared the five subject groups on each of the four skill areas for the Work Supervisor and Co-Worker

Table 26. Subject Grouping and Demographic Characteristics for the SSSK Construct Validity Study

	Group 1	Group 2	Group 3	Group 4	Group 5
Gender	M - 14 (41%) F - 20 (59%)	19 (68%) 9 (32%)	124 (83%) 26 (17%	18 (78%) 5 (22%)	45 (87%) 7 (14%)
Age	$\bar{x}$ - 16.70 sd - .86	17.25 1.26	16.21 1.85	17.78 1.45	18.33 2.22
n	34	28	150	23	52

Key

Group 1 - Control, Non-Special Education
Group 2 - Special Education/Mainstream (Non-BD)
Group 3 - BD/Mainstream
Group 4 - BD/Institutionalized
Group 5 - Nonlabeled/Institutionalized

Table 27. Comparison Among Groups on SSSK-Work Supervisor Performance

	(n = 34)	(n = 35)	(n = 99)	(n = 31)	(n = 14)
	Group 1	**Group 2**	**Group 3**	**Group 4**	**Group 5**
$\bar{x}$	74.11	65.46	65.85	63.48	70.41
sd	7.89	11.47	8.65	9.51	7.05

$F(4,208) = 7.49$, $p = .00$

Post-hoc Analyses, .05 level

Group 1> Groups 2, 3, & 4

	(n = 34)	(n = 179)
	Group 1	**ASN**
$\bar{x}$	74.11	65.72
sd	7.89	9.37

$F(1,211) = 23.99$, $p = .00$

Key

Group 1 - Control, Non-Special Education
Group 2 - Special Education/Mainstream (Non-BD)
Group 3 - BD/Mainstream
Group 4 - BD/Institutionalized
Group 5 - Nonlabeled/Institutionalized
ASN - All Special Needs (Groups 2 + 3 + 4 + 5)

Table 28. Comparison Among Groups on SSSK-Co-Worker Performance

	(n = 35) Group 1	(n = 35) Group 2	(n = 99) Group 3	(n = 31) Group 4	(n = 14) Group 5
$\bar{x}$	53.43	47.37	46.34	46.33	50.38
sd	8.05	7.46	6.05	7.16	7.06

$F(4,209) = 7.71$, $p = 00$

Post-hoc Analyses (Scheffe), .05 level

Group 1> Groups 2, 3, & 4

	(n = 35) Group 1	(n = 179) ASN
$\bar{x}$	53.43	46.85
sd	8.05	6.74

$F(1,212) = 26.10$, $p = .00$

Key

Group 1 - Control, Non-Special Education
Group 2 - Special Education, Mainstream (Non-BD)
Group 3 - BD/Mainstream
Group 4 - BD/Institutionalized
Group 5 - Nonlabeled/Institutionalized
ASN - All Special Needs (Groups 2 + 3 + 4 + 5)

Table 29. Comparison Among Groups on SSSK Total Performance

	(n = 34) Group 1	(n =35) Group 2	(n = 99) Group 3	(n = 31) Group 4	(n = 14) Group 5
$\bar{x}$	127.57	112.93	112.91	109.82	120.77
sd	15.44	18.93	13.03	15.81	12.10

$F(4,208) = 8.80$, $p = .00$

Post-hoc Analyses, .05 level

Group 1> Groups 2, 3, & 4

	(n = 34) Group 1	(n = 179) ASN
$\bar{x}$	127.57	112.58
sd	15.44	14.68

$F(1,211) = 29.30$, $p = .00$

Key

Group 1 - Control, Non-Special Education
Group 2 - Special Education, Mainstream (Non-BD)
Group 3 - BD/Mainstream
Group 4 - BD/Institutionalized
Group 5 - Nonlabeled/Institutionalized
ASN - All Special Needs (Groups 2 + 3 + 4 + 5)

sections, and the total score on both. The second set compared non-special education subjects (**Group 1**) with the subjects with special needs (**ASN**).

Table 30 summarizes demographic information on the five subject groups. Comparisons among the five groups were conducted through a series of one-way ANOVA procedures, using group designation as the independent variable (Keppel, 1982). When a statistically significant result was found the direction of the differences among the groups was followed up through the Scheffe post hoc procedure (Klockars & Sax, 1986).

The top halves of **Tables 31, 32, 33, 34, and 35** present the results of the analyses for the Work Supervisor section. The top halves of **Tables 36, 37, 38, 39, and 40** present the results of the Co-Worker section. In each case the overall F value is highly statistically significant and it is clear that **Group 1** scored higher than the other groups. Post hoc procedures, though, reveal that these differences were significant between **Group 1** and varying groups for different skill areas and sections. Interestingly, the ratings on several of the skill areas discriminated in a statistically significant manner between **Group 2** (non-BD, special education groups) and the other special needs groups. These results are very supportive of the discriminant power of the SSSP.

As for the SSSK we compared ratings for **Group 1** to ratings for **ASN** subjects. The bottom halves of **Tables 31, 32, 33, 34, and 35** present the results of the analyses for the Work Supervisor section. The top halves of **Tables 36, 37, 38, 39, and 40** present the results of the Co-Worker section. In each case the overall F value is highly statistically significant, favoring **Group 1**.

DISCUSSION

The previous sections documented the extensive development procedures followed in constructing the SSSK and SSSP, and offered data supporting the veracity of both measures. This section offers some basic guidelines for using and interpreting the measures and concludes with a discussion of future work suggested for the two measures.

Use

The SSSK and the SSSP are among the few measures available that can be used to assess the job-related social behaviors of BD adolescents and young adults. Accordingly, they are likely to be used widely, and the following caveats should be observed.

* Standard testing procedures for the SSSK must be maintained - The SSSK was designed to be administered individually in a verbal role-play format in the manner prescribed in the test booklet. It should not be administered in a group or merely given to the subject to read and complete on his or her own.

* Once started, the SSSK subtest should be completed - There may be a desire to stop administering a subtest before it is completed. Valid results for a particular subtest can only be obtained if the scores are based on the total number of test items and cannot be extrapolated from portions of tests.

Table 30. Subject Groupings and Demographic Characteristics for Construct Validity Study of the SSSP

	Group 1	Group 2	Group 3	Group 4	Group 5
Gender	M - 14 (41%) F - 20 (59%)	19 (68%) 9 (32%)	124 (83%) 26 (17%	18 (78%) 5 (22%)	45 (87%) 7 (14%)
Age	$\bar{x}$ - 16.70 sd - .86	17.25 1.26	16.21 1.85	17.78 1.45	18.33 2.22
n	34	28	150	23	52

Key

Group 1 - Control, Non-Special Education
Group 2 - Special Education, Mainstream (Non-BD)
Group 3 - BD/Mainstream
Group 4 - BD/Institutionalized
Group 5 - Nonlabeled/Institutionalized

Table 31. Comparison among Groups on SSSP-Work Supervisor, Situation-Specific Skills Ratings

	(n = 32) Group 1	(n = 22) Group 2	(n = 123) Group 3	(n = 20) Group 4	(n = 38) Group 5
$\bar{x}$	191.56	162.68	131.37	158.50	152.18
sd	35.59	30.88	31.91	26.50	28.46

$F(4,230) = 25.94$, $p = .00$

Post hoc Analyses, .05 level

Group 1> Groups 2, 3, 4, & 5

Group 2> Group 3

Group 4> Group 3

Group 5> Group 3

	(n = 32) Group 1	(n = 203) ASN
$\bar{x}$	191.56	141.34
sd	35.59	33.01

$F(1,233) = 62.63$, $p = .00$

Key

Group 1 - Control, Non-Special Education

Group 2 - Special Education, Mainstream (Non-BD)

Group 3 - BD/Mainstream

Group 4 - BD/Institutionalized

Group 5 - Nonlabeled/Institutionalized

ASN - All Special Needs (Groups 2 + 3 + 4 + 5)

Table 32. Comparison Among Groups on SSSP-Work Supervisor, Social Skill Mechanics Ratings

	(n = 33)	(n = 28)	(n = 149)	(n = 23)	(n = 50)
	Group 1	**Group 2**	**Group 3**	**Group 4**	**Group 5**
$\bar{x}$	73.15	66.69	61.86	60.17	64.44
sd	12.64	12.69	12.59	9.78	12.53

$F(4,278) = 6.57$, $p = .00$

Post hoc Analyses, .05 level

Group 1> Groups 3, 4, & 5

	(n = 33)	(n = 233)
	Group 1	**ASN**
$\bar{x}$	191.56	141.34
sd	35.59	33.01

$F(1,233)$ 20.15, $p = .00$

Key

Group 1 - Control, Non-Special Education
Group 2 - Special Education, Mainstream (Non-BD)
Group 3 - BD/Mainstream
Group 4 - BD/Institutionalized
Group 5 - Nonlabeled/Institutionalized
ASN - All Special Needs (Groups 2 + 3 + 4 + 5)

Table 33. Comparison Among Groups on SSSP-Work Supervisor, Adaptive Social Behaviors

	(n = 34)	(n = 26)	(n =147)	(n =22)	(n = 50)
	Group 1	**Group 2**	**Group 3**	**Group 4**	**Group 5**
$\bar{x}$	76.21	67.69	58.67	63.91	64.58
sd	17.24	17.04	13.99	11.39	13.58

$F(4,274) = 11.21$, $p = .00$

Post hoc Analyses, .05 level

Group 1> Groups 3, 4, & 5

	(n = 34)	(n = 245)
	Group 1	ASN
$\bar{x}$	76.21	61.31
sd	17.24	14.37

$F(1,277) = 30.52$, $p = .00$

Key

Group 1 - Control, Non-Special Education
Group 2 - Special Education, Mainstream (Non-BD)
Group 3 - BD/Mainstream
Group 4 - BD/Institutionalized
Group 5 - Nonlabeled/Institutionalized
ASN - All Special Needs (Groups 2 + 3 + 4 + 5)

Table 34. Comparison Among Groups on SSSP-Work Supervisor, Maladaptive Social Behavior Ratings

	(n = 34)	(n = 28)	(n = 147)	(n = 23)	(n = 51)
	Group 1	**Group 2**	**Group 3**	**Group 4**	**Group 5**
$\bar{x}$	70.42	68.39	59.93	60.70	64.41
sd	5.12	6.03	9.20	8.99	8.03

$F(4,278) = 15.53$, $p = .00$

Post-hoc Analyses, .05 level

Group 1> Groups 3, 4, & 5

Group 2> Groups 3 & 4

Group 5> Group 3

	(n =34)	(n = 249)
	Group 1	**ASN**
$\bar{x}$	70.41	61.87
sd	5.12	9.08

$F(1,281) = 28,79$, $p = .00$

Key

Group 1 - Control, Non-Special Education

Group 2 - Special Education, Mainstream (Non-BD)

Group 3 - BD/Mainstream

Group 4 - BD/Institutionalized

Group 5 - Nonlabeled/Institutionalized

ASN - All Special Needs (Groups 2 + 3 + 4 + 5)

Table 35. Comparisons Among Groups on SSSP-Work Supervisor, Total Ratings

	(n = 31) Group 1	(n = 21) Group 2	(n = 120) Group 3	(n = 19) Group 4	(n = 35) Group 5
$\bar{x}$	414.94	365.94	311.92	344.42	348.29
sd	65.78	63.64	58.33	51.45	55.02

$F(4,221) = 20.57$, $p = .00$

Post-hoc Analyses, .05 level

Group 1> Groups 3, 4, 5

Group 2> Group 3

Group 5> Group 3

	(n = 31) Group 1	(n = 195) ASN
$\bar{x}$	414.94	327.40
sd	65.78	60.78

$F(1,224) = 54.23$, $p = .00$

Key

Group 1 - Control, Non-Special Education

Group 2 - Special Education, Mainstream (Non-BD)

Group 3 - BD/Mainstream

Group 4 - BD/Institutionalized

Group 5 - Nonlabeled/Institutionalized

ASN - All Special Needs (Groups 2 + 3 + 4 + 5)

Table 36. Comparison Among Groups on SSSP-Co-Worker, Situation-Specific Skill Ratings

	(n = 33) Group 1	(n = 26) Group 2	(n = 140) Group 3	(n = 21) Group 4	(n = 46) Group 5
$\bar{x}$	101.82	88.85	68.74	86.91	77.26
sd	21.21	19.63	19.02	15.01	18.41

$F(4,261) = 24.59$, $p = .00$

Post-hoc Analyses, .05 level

Group 1> Groups 3 & 5

Group 2> Group 3

Group 4> Group 3

	(n = 33) Group 1	(n = 233) ASN
$\bar{x}$	101.82	74.31
sd	21.21	20.05

$F(1,264) = 53.67$, $p = .00$

Key

Group 1 - Control, Non-Special Education

Group 2 - Special Education, Mainstream (Non-BD)

Group 3 - BD/Mainstream

Group 4 - BD/Institutionalized

Group 5 - Nonlabeled/Institutionalized

ASN - All Special Needs (Groups 2 + 3 + 4 + 5)

Table 37. Comparison Among Groups on SSSP-Co-Worker, Social Skill Mechanics Ratings

	(n = 34)	(n = 28)	(n = 147)	(n = 23)	(n = 50)
	Group 1	**Group 2**	**Group 3**	**Group 4**	**Group 5**
$\bar{x}$	73.06	67.50	62.95	60.13	63.16
sd	11.57	11.84	12.63	10.09	11.81

$F(4,277) = 6.18$, $p = .00$

Post-hoc Analyses, .05 level

Group 1> Groups 3, 4, & 5

	(n = 34)	(n = 248)
	Group 1	**ASN**
$\bar{x}$	73.06	63.25
sd	11.57	12.22

$F(1,280) = 19.51$, $p = .00$

Key

Group 1 - Control, Non-Special Education
Group 2 - Special Education, Mainstream (Non-BD)
Group 3 - BD/Mainstream
Group 4 - BD/Institutionalized
Group 5 - Nonlabeled/Institutionalized
ASN - All Special Needs (Groups 2 + 3 + 4 + 5)

Table 38. Comparison Among Groups on SSSP-Co-Worker, Adaptive Social Behavior Ratings

	(n = 34)	(n = 28)	(n = 142)	(n = 23)	(n = 51)
	Group 1	**Group 2**	**Group 3**	**Group 4**	**Group 5**
$\bar{x}$	76.15	67.21	59.17	64.87	62.49
sd	14.29	14.29	12.72	10.92	14.15

$F(4,273) = 12.34$, $p = .00$

Post-hoc Analyses, .05 level

Group 1> Groups 3, 4, & 5

	(n = 34)	(n = 244)
	Group 1	**ASN**
$\bar{x}$	76.15	61.32
sd	14.29	13.29

$F(1,276) = 36.44$, $p = .00$

Key

Group 1 - Control, Non-Special Education

Group 2 - Special Education, Mainstream (Non-BD)

Group 3 - BD/Mainstream

Group 4 - BD/Institutionalized

Group 5 - Nonlabeled/Institutionalized

ASN - All Special Needs (Groups 2 + 3 + 4 + 5)

Table 39. Comparison Among Groups on SSSP-Co-Worker, Maladaptive Social Behavior Ratings

	(n = 34)	(n = 27)	(n = 148)	(n = 22)	(n = 52)
	Group 1	**Group 2**	**Group 3**	**Group 4**	**Group 5**
$\bar{x}$	72.91	70.48	61.18	60.50	62.62
sd	8.07	7.81	10.09	10.16	10.55

$F(4,278) = 14.01$, $p = .00$

Post-hoc Analyses, .05 level

Group 1> Groups 3, 4, & 5

Group 2>, Groups 3, 4, & 5

	(n = 34)	(n = 249)
	Group 1	**ASN**
$\bar{x}$	72.91	62.43
sd	8.07	10.33

$F(1,281) = 32.27$, $p = .00$

Key

Group 1 - Control, Non-Special Education

Group 2 - Special Education, Mainstream (Non-BD)

Group 3 - BD/Mainstream

Group 4 - BD/Institutionalized

Group 5 - Nonlabeled/Institutionalized

ASN - All Special Needs (Groups 2 + 3 + 4 + 5)

Table 40. Comparison Among Groups on SSSP-Co-Worker, Total Ratings

	(n = 33) Group 1	(n = 26) Group 2	(n = 31) Group 3	(n = 131) Group 4	(n = 43) Group 5
$\bar{x}$	324.67	293.92	252.24	271.50	266.12
sd	50.98	49.33	44.49	41.78	48.90

$F(4,248) = 18.02$, $p = .00$

Post-hoc Analyses, .05 level
Group 1> Groups 3, 4, & 5
Group 2> Group 3

	(n = 33) Group 1	(n = 220) ASN
$\bar{x}$	324.67	261.63
sd	50.98	47.46

$F(1,251) = 49.65$, $p = .00$

Key
Group 1 - Control, Non-Special Education
Group 2 - Special Education, Mainstream (Non-BD)
Group 3 - BD/Mainstream
Group 4 - BD/Institutionalized
Group 5 - Nonlabeled/Institutionalized
ASN - All Special Needs (Groups 2 + 3 + 4 + 5)

* Raters for the SSSPs should have a solid awareness of the subject's job-related social behaviors - The data from the SSSP, or any other rating scale, is only as good as the person who completes the measure. Accordingly, we recommend that the rater have the opportunity to observe the BD individual in the work setting for at least 1 month before completing the instrument.

* Testing should be regarded as part of the student's education and not as an "extra" activity - The relevance of the measures to the vocational training of the BD individual is of paramount importance. They are directly relevant to preparing the student for entering work and living situations successfully and can be used to structure training exercises to address specific skill weaknesses.

* SSSK and SSSP should be supplemented with other data to document skill levels - Results of these measures are reflections of subjects' social skill knowledge and performance. However, any test--even a good one--possesses measurement error and should be supplemented with other measures to corroborate its results. Thus, the SSSK and the SSSP should be complemented with social history, data from other standardized measures, vocational assessments, and direct observation in analogue and actual work settings to establish accurate skill profiles.

* Interpretation of SSSK Performance and SSSP Ratings - At this point, we have established cutting scores for both the SSSK Work Supervisor and Co-Worker subtests, and the SSSP skill areas based on two standards: (a) the scores equate to roughly 80% of the total number of points possible on those parts of the measures (this is a standard used in much of the mastery learning literature as an acceptable level of performance) and (b) they are slightly above the mean scores earned by subjects in **Group 1** (non-BD or special education persons in school-based vocational education programs) in the construct validity study. **Table 41** presents the cutting scores. These standards are likely to be revised as we continue work on the measures, but for the present, they make intuitive sense as a starting point. To provide further detail on score interpretation the following two case studies are offered.

John was an 18-year-old high school dropout with a long history of behavioral outbursts and aggressive acts. He had been placed in numerous foster living placements and had never participated in any paid-work placements for more than a day or two at a time. As part of a work training program, he was placed in a competitive job for a trial period. At the end of this period, his work experience coordinator administered John the SSSK and completed the SSSP.

The results of these assessments are presented in **Figure 11**. It may be seen that John exhibited low SSSK scores, on both subtests, but a variable profile on the SSSP. The work experience coordinator concluded that these results pointed out John's impoverished work background and lack of a consistent vocational training program to teach John about the expectations and nuances of the workplace. After the class was completed, both measures were re-administered and indicated substantial progress. Moreover, since that time, John had not exhibited one aggressive outburst in the workplace.

Sue was a 16-year-old sophomore in high school with a history of substance abuse and depressive episodes. She had been a "loner" all her life, but had--at one point--been placed in gifted classes in middle school. Since that time she had become a recluse and both her emotional

Table 41. Cutting Scores

Measure/Subtest/Area	Cutting Score
SSSK/Work Supervisor	76
SSSK/Co-Worker	58
SSSP/Work Supervisor/SSS	200
SSSP/Work Supervisor/SSM	70
SSSP/Work Supervisor/ASB	80
SSSP/Work Supervisor/MSB	70
SSSP/Co-Worker/SSS	108
SSSP/Co-Worker/SSM	70
SSSP/Co-Worker/ASB	76
SSSP/Co-Worker/MSB	70

Key
SSS - Situation-Specific Skills
SSM - Social Skill Mechanics
ASB - Adaptive Social Behaviors
MSB - Maladaptive Social Behaviors

Measure/Subtest/Area	Cutting Score	John's Scores
SSSK/Work Supervisor	76	50
SSSK/Co-Worker	58	40
SSSP/Work Supervisor/SSS	200	205
SSSP/Work Supervisor/SSM	70	80
SSSP/Work Supervisor/ASB	80	100
SSSP/Work Supervisor/MSB	70	50
SSSP/Co-Worker/SSS	108	112
SSSP/Co-Worker/SSM	70	40
SSSP/Co-Worker/ASB	76	80
SSSP/Co-Worker/MSB	70	80

Key
SSS - Situation-Specific Skills
SSM - Social Skill Mechanics
ASB - Adaptive Social Behaviors
MSB - Maladaptive Social Behaviors

Figure 11. Case Profile - John

well-being and grades suffered. Finally, she was placed in a veterinary clinic to work as an aide. Unfortunately, she seemed only mildly pleased with the placement, despite saying that she liked the work. The work experience coordinator administered the SSSK and had the clinic supervisor complete the SSSP on Sue.

The results from these assessments are presented in **Figure 12.** These data indicate that Sue both knew how to behave and performed in an acceptable manner, toward work supervisors, but scored poorly relating to co-workers on both measures. Further discussion, with both Sue and the supervisor confirmed that she indeed had problems interacting with co-workers and was often treated as "odd" by the other workers and seldom included in discussion or social exchanges. To address these problems for Sue the work experience coordinator enlisted the aid of a co-worker as a support in the workplace. Additionally, a social skill training program emphasized peer interactions on the job. Every 3 months the co-worker sections of the SSSK and SSSP were re-administered. Both measures indicated improvement in these areas and Sue's general demeanor and attitude seemed to improve. She maintained her work and became integrated in the workplace as a satisfied and happy employee.

Future Research

A number of issues demand further research. Several of the most pertinent of these topics are listed below.

* There are questions regarding the efficacy of the administration and response formats of the SSSK. The selection of these procedures was made based on several studies that used the verbal role-play method with success. On the other hand, some research suggests that a multiple choice response format is suitable for female delinquent adolescents (Gaffney, 1984). Frankly, the administration and scoring of the SSSKs were the most laborious and time-consuming parts of this project, so it is very possible that we will explore this assessment approach in the future.

* Because of time and resource limitations we were unable to conduct test-retest studies of the SSSK or SSSP. As this property is traditionally and widely used, future research should establish test-retest reliability for both measures.

* Even though the validity data on the SSSK appear strong, there also is a need to demonstrate the relationship of both measures to an established instrument (e.g., Child Behavior Checklist; Achenbach & Edelbrock, 1978). Given that such a measure would assess global social behaviors and not job-related social behaviors, our hunch is that positive, moderate (.3 to .5) correlations with the SSSK and SSSP would be found.

* Few non school-based rehabilitation clients or adult criminal subjects were involved in this project. In order to administer this instrument to these people and to interpret the results with any degree of confidence, it will be necessary to conduct studies of the measures with this population.

* The Situation-Specific Skill areas on both the Work Supervisor and Co-Worker sections of the SSSP were lengthy and resulted in the most number of negative comments from the professionals with whom we worked. Moreover, these areas exhibited the lowest

Measure/Subtest/Area	Cutting Score	Sue's Scores
SSSK/Work Supervisor	76	92
SSSK/Co-Worker	58	64
SSSP/Work Supervisor/SSS	200	260
SSSP/Work Supervisor/SSM	70	90
SSSP/Work Supervisor/ASB	80	100
SSSP/Work Supervisor/MSB	70	20
SSSP/Co-Worker/SSS	108	78
SSSP/Co-Worker/SSM	70	50
SSSP/Co-Worker/ASB	76	40
SSSP/Co-Worker/MSB	70	50

Key
SSS - Situation-Specific Skills
SSM - Social Skill Mechanics
ASB - Adaptive Social Behaviors
MSB - Maladaptive Social Behaviors

Figure 12. Case Profile - Sue

interjudge reliability of the skill areas comprising the SSSP. On the other hand, they exhibited a high degree of internal consistency and powerfully discriminated among subject groups in the construct validity study. Consequently, we are reluctant to delete this section, but we will conduct further analyses to shorten and refine it.

* We found a relatively strong pattern of intercorrelation among the two subtests of the SSSK and among the skill areas of the SSSP. Given these findings, it is probable that some factor(s) was operating, underlying performance on the two measures. Factor analyses of the SSSK and SSSP may help to refine the measures further.

* What is the relationship of performance on the SSSK and ratings on the SSSP to actual behavior in work settings? It would be profitable to conduct behavioral observation research in "in vivo" settings (e.g., job settings) with BD subjects and to correlate test performance with these data.

* We would like to explore the application of video presentation of the SSSK items in an assessment context. There is a logical appeal to utilizing adolescents as actors to present those interactions visually. Such a presentation would be much more "life like" than reading the items to a subject, and may offer richer and more accurate data on a subject's skills than is possible through the current approach.

* Finally, and somewhat removed from an assessment perspective, there are virtually no empirically developed and evaluated job-related social skill training curricula that focus on the unique characteristics and needs of BD adolescents and young adults (Bullis & Gaylord-Ross, 1991). The content development work for the SSSK and the SSSP represents what is essentially a "blueprint" of the kinds of social skills BD persons need to succeed in the workplace. A curriculum package focused on job-related social skills could be developed to create an interlocking set of assessment and training materials. This type of development is time consuming, and there are numerous questions regarding the way in which such curricula should be structured. These issues, though, are critically important and must be examined if such packages are to have maximum impact.

To conclude, the initial psychometric properties of the SSSK and the SSSP are adequate, and we encourage its use and continued development. The ideas presented here are only a few of the topics requiring investigation. Such research will improve both the measures and increase our understanding of the assessment process for the BD population. We are hopeful that these investigations will improve service delivery efforts and programs, affording BD adolescents and young adults the best possible preparation for working and living successfully in the community.

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APPENDIX A

Domain and Subdomain Structure

JOB-RELATED SOCIAL PROBLEM TAXONOMY

1. **Social Problems when the Trainee has Difficulty Accepting Criticism or Correction from a Work Supervisor.**

   A. The trainee worked in a lazy and casual manner. The work supervisor criticized the trainee for working poorly.

   B. The trainee was trying very hard to complete a job, but was having difficulty. The work supervisor criticized the trainee for the work problems.

   C. The trainee was working hard and doing the assigned job very well. The supervisor was in a bad mood and criticized the worker unnecessarily and in an abusive fashion.

2. **Social Problems when the Trainee has Difficulty Requesting Help from a Work Supervisor.**

   A. The trainee was very busy on an assigned job but wasn't sure how to proceed with the work. The trainee didn't' want to take the time to ask the work supervisor for help because s/he wanted stay busy.

   B. The trainee was unsure how to do an assigned job and could go no farther with it until more information was given by the work supervisor. However, the trainee was afraid of the supervisor and afraid to ask for help.

   C. The trainee was doing a job and needed help to finish it correctly. The trainee did not want to ask the work supervisor for help because s/he wanted to do the job well on his/her own.

   D. The trainee was doing an assigned job poorly, and in a lazy and casual manner. The trainee needed help from the work supervisor to complete the job properly.

   E. The trainee needed help from the work supervisor to finish a job. The trainee asked the supervisor for help in a demanding and discourteous manner, which made the supervisor angry.

3. **Social Problems When the Trainee has Difficulty Following Instructions from a Work Supervisor.**

   A. The work supervisor was in a hurry and only partially explained how to do a job. The trainee was unsure what to do, but the supervisor was very busy elsewhere.

   B. The trainee was told by the work supervisor to move from a job s/he enjoyed and had done for some time, to a less desirable task. The trainee did not want to move.

   C. After coming to work the trainee was told that s/he would have to work overtime. The trainee didn't want to work the extra hours because a social engagement had been made for that time.

D. The work supervisor gave the trainee several directions quickly. The trainee couldn't remember all of the instructions but didn't want to ask the supervisor for help because the supervisor might think that s/he was dumb.

E. The trainee asked the work supervisor for help on how to finish a job. The supervisor gave an abrupt, angry, and inappropriate response to the request.

F. The trainee was given a job to do, but didn't want to do it and responded negatively to the supervisor. The supervisor became angry at the trainee.

4. Social Problems Created Over Quitting a Job

A. The trainee hated the current job, thinking it both boring and beneath him/her and wanted to quit.

B. The trainee was very angry at the work supervisor and wanted to quit the job to get away from the supervisor.

C. The trainee got a new job at better pay and needed to quit his/her present position.

D. The trainee liked his/her work supervisor, but had to quit the job. The trainee was reluctant to tell the supervisor directly that s/he would be quitting.

E. The trainee felt that s/he was being treated unfairly at work and wanted to quit the job.

F. The trainee was teased constantly by co-workers, and dreaded coming to work. To avoid the abuse s/he wanted to quit the job.

5. Social Problems Resulting From Taking Time Off From Work.

A. The trainee asked the work supervisor for time off to go to a medical appointment and was given permission. However, when it was time to leave, the supervisor did not want to let the trainee go to the appointment.

B. The trainee asked the supervisor for permission to go to an appointment for a personal reason (e.g., haircut). The supervisor didn't think the request was important and told the trainee s/he couldn't go.

C. The trainee had a history of being late to work. The trainee was late again and the work supervisor got angry, threatening to fire the trainee.

D. The trainee was tired of working and wanted time off. Some friends asked the trainee to go to a party and skip work.

E. The trainee skipped work. While s/he was goofing off, the work supervisor saw him/her.

F. The trainee wanted time off from work. The trainee asked the supervisor for time off in a demanding and discourteous manner, which made the supervisor mad.

6. **Social Problems Created by Not Working as Fast as a Co-worker(s).**

   A. The trainee was having trouble with her/his machine and couldn't work as quickly as other co-workers. The trainee couldn't get the machine to work properly and wanted to do well.

   B. The trainee was very busy, but didn't seem to be able to work as quickly as other co-workers. Even though the trainee tried hard, s/he couldn't work faster.

   C. The trainee was new at the job and had difficulty doing the tasks. S/he wanted to do well, but couldn't keep up with or work as well as other co-workers.

   D. The trainee was working slowly and carefully to do a good job, but as a result couldn't work as fast as other co-workers.

   E. The trainee was not working hard and acted very unconcerned about the slow pace of his/her work.

7. **Social Problems Created by Talking to the Supervisor About a Personal Problem.**

   A. The trainee had a problem at school with a class and considered talking about it with the work supervisor.

   B. The trainee had a problem doing his/her job and considered talking about it with the work supervisor.

   C. The trainee was having a problem getting along with a family member and considered talking about it with the work supervisor.

   D. The trainee was having a problem getting along with a co-worker and considered talking about it with the work supervisor.

   E. The trainee was mad at the work supervisor and thought about confronting the supervisor directly.

   F. The trainee was having a problem getting along with a friend from school and considered talking about it with the work supervisor.

   G. The trainee was having difficulty resisting using drugs and considered talking about the problem with the work supervisor.

8. **Social Problems Created when Working Together With a Co-worker.**

   A. The trainee worked together with a co-worker on a job. The co-worker was lazy and didn't work hard, leaving the trainee to do most of the work. The trainee thought this was wrong and grew angry.

   B. The trainee worked together with a co-worker on a job. The trainee was lazy and didn't work hard, leaving the trainee to do most of the work. The co-worker became angry and confronted the trainee.

C. The trainee made constant comments of a sexual and personal nature to a co-worker. The comments made the co-worker uncomfortable and s/he asked the trainee to stop.

9. Social Problems Created by Sexual or Personal Provocation.

A. The trainee worked with a co-worker who made constant comments of a sexual and personal nature to the trainee. The comments made the trainee uncomfortable and s/he wanted the co-worker to stop.

B. The trainee made constant comments of a sexual and personal nature to a co-worker. The comments made the co-worker uncomfortable and s/he asked the trainee to stop.

C. The trainee was very upset because s/he thought that the other co-workers were talking about and making fun of her/him.

D. The trainee was teasing the work supervisor and co-workers at break, but wouldn't stop when work resumed.

10. Social Problems Created by the Trainee's Personal Concerns.

A. The trainee was having problems getting along with a family member and was upset upon coming to work.

B. The trainee was having problems getting along with a girl/boy friend and was upset upon coming to work.

C. The trainee was having problems getting along with her/his roommate and was upset upon coming to work.

D. The trainee was having problems with school work and was upset upon coming to work.

11. Social Problems Created by the Trainee Trying to Make Friends at Work

A. The trainee tried to make friends with co-workers in a sincere and appropriate manner, but they rebuffed the trainee because s/he was in the special work program.

B. The trainee tried to be friends with several co-workers who took advantage of the friendship by making the trainee the butt of jokes.

C. The trainee wanted to make friends with co-workers, but acted in bizarre ways to gain attention. The co-workers told the trainee that he was strange.

D. The trainee wanted to make friends with co-workers on the job, but wasn't sure how to approach them.

12. Talking to a Co-worker About Their Behavior.

A. The trainee confronted a co-worker about poor or ineffective work.

B. The trainee talked with co-worker(s) about inappropriate social behavior.

C. The trainee talked with co-worker(s) about teasing.

D. The worker confronted a co-worker inappropriately.

13. **Problems When a Co-worker Talks to the Trainee About the Trainee's Behavior.**

A. The co-worker pointed out work done in a poor or ineffective manner.

B. The co-worker told the trainee that she or he was behaving in an inappropriate manner.

C. The co-worker talked with the trainee when she or he was teasing others.

14. **Fighting**

A. The co-worker confronted the worker over a work task in an aggressive fashion.

B. The supervisor confronted the trainee in an aggressive fashion.

C. The trainee came to work wearing very fashionable clothes and had gotten a new, stylish haircut. The co-workers saw the new clothes and the haircut and began to tease the trainee unmercifully about his/her appearance.

D. The trainee was having fun with a co-worker, by pushing and bumping each other. The trainee hit the co-worker hard and the co-worker became angry and came at the trainee.

E. The trainee was in a bad mood and looking for a fight. A co-worker came by, so the trainee hit the co-worker. Several others tried to get the trainee to stop.

15. **Social Problems Related to Stealing and Lying on the Job**

A. The trainee didn't want to do a job so s/he told the work supervisor a lie to get out of the job. Later that day, the supervisor found out the trainee lied and confronted her/him.

B. The trainee made a mistake on the job and ruined some materials. The supervisor asked about the problem and the trainee lied to stay out of trouble, but the supervisor didn't believe the story.

C. The trainee wanted to impress her/his co-workers, so s/he lied about some experiences and belongings, but the co-workers didn't believe the stories.

D. The trainee wanted extra money and saw some materials that s/he could sell outside of work.

E. The trainee stole some materials from work, and was accused of doing so by the work supervisor.

16. Social Problems Resulting from Dating on the Job

A. The trainee wanted to ask a co-worker out on a date, but wasn't sure how to approach the other person.

B. The trainee wanted to date a co-worker, so to suggest interest s/he talked about sex. The talk made the co-worker uncomfortable and want to stay away from the trainee.

C. The trainee wanted to date a co-worker's girl/boy friend, but if that happened the co-worker promised to get very angry.

D. A co-worker wanted to date the trainee and was very aggressive in trying to get the trainee to go out. The trainee didn't want to have anything to do with the co-worker.

E. The trainee dated a co-worker for some time, but other workers gave the them a hard time because the trainee was from the special work program.

APPENDIX B

SSSK

THE SCALE OF JOB-RELATED SOCIAL SKILLS KNOWLEDGE FOR ADOLESCENTS AND YOUNG ADULTS WITH BEHAVIORAL DISORDERS: ADMINISTRATION AND SCORING PROCEDURES

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The purpose of the Scale of Job-related Social Knowledge (SSK) is to assess the job-related social skill knowledge base of adolescents and young adults with behavioral disorders. The target population of this test are males and females, aged 14 to 21 years, who are considered seriously emotionally disturbed or behaviorally disordered. The SSK also may be administered to individuals with learning disabilities, mild mental retardation, and mild speech and language disorders. It may not be appropriate, however, for use with those persons who have extremely limited verbal skills or who are psychotic.

Materials Needed for Testing

The materials needed to administer the SSK are:

- a test manual
- a response form for each person to be tested
- pens or pencils for the test administrator

Test Administration Setting

The SSK is designed to be administered individually using a verbal role playing method. As such, the test should be administered in a private room free of distractions and interruptions. A small table should be available for the test administrator to facilitate easy access to the test manual. The person being tested should sit directly across from the test administrator so that clear communication can be maintained. Finally, the person should be situated so that he or she does not face possible distractions, such as a window, that could cause off-task behavior.

Testing Procedures

The examiner will present test items orally and then evaluate the responses using the criteria outlined in this test manual. The SSK is organized into two sections:

- Social Problems with Work Supervisors
- Social Problems with Co-workers

Each section will take 30 to 35 minutes to administer (a total of 60 to 70 minutes). Each section should be administered in its entirety--from start to finish--and the entire measure be administered at the same sitting. During testing, the examiner should ensure that the individual is giving each test item careful attention and answering to the best of his or her ability. If the student appears to be losing concentration or is exhibiting inappropriate behaviors that interfere with the test administration process, the student should be cautioned about paying attention. If the situation becomes severe, testing should be terminated and rescheduled for another time.

The examiner should not coach, give hints, or help in any manner. All answers to test items should be considered strictly confidential. The individual being tested should be informed of this feature of the testing to facilitate an open exchange.

The administration procedures are as follows. First explain the testing procedure as follows:

> **Say**, "I'm (examiners' name). I am going to give you a test about getting along with other people at work. I will describe a problem situation to you, and ask you

to tell me what you would say or do if you were actually in each of the situations. All of these are problems people face at work. You may have had the same problems yourself while other items may not be familiar to you. For all of the items I want you to think carefully about what you would say or do if you were actually faced with the situation; and give me your one best answer. All your answers will be secret; I will not tell anyone the answers you give me.

Some of the questions may be tough to answer so I want you to listen carefully to each situation. Try to imagine the situation so that you feel as if you're right there, then tell me what you would say or do if you were in the situation. Use the exact words you would really use. Don't spend too much time thinking about your answers because if you were really in the situation, you wouldn't have a chance to think very long, and remember I can't help you think of the answers. Are there any questions?"

At this point answer any questions the subject may have. From our experience in pilot-testing the SSK most questions relate to a clarification of what the testing exchange is like and reassurance of the confidentiality of the responses. To facilitate the testing process the practice items listed below should be administered.

Say, "Just to make sure you understand exactly what we are going to do, I'm going to give you a practice item. This won't count on the test and is only to give you an idea of what this is all about." Read the item listed below.

J.174. **Tom dressed in very "punk like" clothes with long hair and earrings. At work his co-workers gave him a hard time about the way he looked. Tom liked the way he dressed and didn't want to change, but he didn't want the workers to make fun of him either.**

Some subjects may "get" the item immediately, while others may need to have the item read again, or paraphrased. After this is done, ask the subject "What would you say or do if you were in a situation like this?" Listen to the individual's response and re-direct him or her to the problem and reinforce them for responding to the question (e.g., Good job, that wasn't hard was it?). After completing the practice item say "OK, that wasn't hard and you did a good job. All of the questions are like this and involve an interaction with a work supervisor (boss) or a co-worker. Let's get started."

After starting the formal assessment, record each response to each question on the scoring form, in the spaces below the particular item on the SSSK form. The responses would be recorded immediately after asking "What would you say or do if you were in a situation like this?," the individual should respond with a short statement describing a discrete response or sequence of responses he or she would do if faced with that particular problematic situation. This response(s) should be recorded verbatim in the space allocated immediately below the item in the test booklet. At times, a response may be disjointed. In such instances, listen carefully until the individual is done and then summarize the statements. If necessary for clarification, tell the individual what was recorded and ask if the response has been written down correctly. If it was not, it should be altered according to the feedback.

Work through all of the questions, recording each of the responses to all of the items, before terminating the testing. Upon completion, thank the person for their participation and turn to evaluating the responses.

Response Evaluation Guidelines

Each response to each question should be scored on a 3-point scale of effectiveness.

3- The response is effective. If this response is enacted it is likely to improve the interaction and result in the positive resolution of the situation without creating new problems.
2- The response is fair. If this response is enacted it will not improve nor deteriorate the interaction, nor will it result in the positive or negative resolution of the situation or create new problems.
1- The response is ineffective. If enacted it is likely to deteriorate the interaction, result in the negative resolution of the situation, and create new problems.

Examples of behavioral responses considered as effective, fair, and ineffective responses to each of the social situations are provided later in this manual under each item. The response given a particular problem by a subject should be compared to the responses listed for that problem for each of the three response categories. In some cases the response given by an individual will match exactly a response listed in one of the categories of the scoring template. For example, a response to an item may be "If I was in a situation like that I would go and talk to the shift foreman about the problem." Consulting the template for that problem reveals that a similar response, "talk to the boss about the situation," is listed within the effective category of responses. Therefore, the response should be considered as effective and scored as a 3. However, the response given by the subject may not be similar to the responses given as examples within the categories of each item's scoring template. Thus, it will be necessary to judge the stated response in relation to the examples given in each of the three categories and then to make a decision regarding how the response should be judged.

To illustrate, the following response was given to the practice problem given previously: "I would stay away from the co-workers and not have a thing to do with them. They'll understand that I am mad for the way they treat me."

J.174. **Tom dressed in very "punk like" clothes with long hair and earrings. At work his co-workers gave him a hard time about the way he looked. Tom liked the way he dressed and didn't want to change, but he didn't want the workers to make fun of him either.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Wear more conservative clothes to work so the workers won't make fun of you. • Tell the co-workers that you have the right to dress as you want and to stop making fun of you.
Fair	2	• Ignore the workers, if you don't make a big thing about the situation they will stop teasing you.
Ineffective	1	• Ask the boss to make the co-workers stop making fun of you. • Tell the boss that you will quit unless the co-workers stop making fun of you. • Dress even more wildly to really give them something to talk about. • Become upset and cry to show the workers how much they are bothering you. • Become angry and yell at the co-workers. • Quit the job. • To get even, wait until the co-workers are away from their work stations and destroy their belongings.

In this case there is no perfect match of the response to the template. You do not think the response should be scored as effective as it would do nothing to resolve or improve the situation. Further, while the fair response is represented by ignoring the situation, the subject stated that he wanted the other workers to know that he was mad, so a fair evaluation does not seem warranted. Several of the ineffective responses do include becoming angry, getting eve n, and becoming upset; therefore, you assign this response a score of 1 as ineffective.

In summary, the scores should be assigned based on the following points.

* The response should be judged against the scoring template for the particular item and, in relation to those examples and your own best judgement, and given a score of either effective- 3, fair- 2, or ineffective- 1.

* The score for each response should be circled on the 3-point scale immediately below the item on the test booklet.

* While care should be taken in the administration to avoid the recording of two responses to one item, this can happen. If it does, the lowest of the two possible ratings should be given.

* If the person does not give a response (i.e. refuses to respond to an item or states he or she does not know what to say or do) score 1. Note that this is a different type of response from the subject saying "I wouldn't do anything."

* Any time physical harm or aggressiveness is threatened by the subject in response to a situation, that response should be scored as a 1.

* Any time a response is given that does not fit the item (e.g., the response is completely inconsistent with the point of the situation), that response should be scored as a 1.

* Assign only one score for each response on the 3-point scale below each response on the scoring sheet. Do not give partial credit or mark between the numbers.

WORK SUPERVISOR PROBLEMS

A.4. **Grant was hired to be a mechanic at an automobile repair shop but all he did was clean-up. He went in to work on his birthday hoping that he would get to do mechanical work. Grant was very disappointed when he realized that he wasn't going to be allowed to work on the cars that day.**

Circle the MOST appropriate score on the rating scale.

Effective	3	* Make an appointment with the boss to talk about what you need to do to start working as a mechanic. * Tell the boss that you are very frustrated about not doing what you were hired to do and ask what you can do about it.
Fair	2	* Ask the boss if you could work on cars since it is your birthday.
Ineffective	1	* Do what you're told no matter what, there is nothing you can do to get a different job. * Go to the boss and ask for the day off. * Pretend that you're sick and walk out. * Start doing the job you want anyway. * Tell the boss that you won't do clean-up anymore. * Pick a fight with the boss or a co-worker over anything. * Quit the job on the spot.

A.5. **Terry brought his radio to listen to at work. The boss told Terry that he couldn't play the radio but Terry wanted to listen to a particular show.**

Circle the MOST appropriate score on the rating scale.

Effective	3	* Do what the boss says and put the radio away in your locker so you won't listen to it. * Ask the boss if it's ok to listen to the radio if you use your headphones.
Fair	2	* Ask the boss if you can take a break to listen to the show. * Ask the boss if you can play the radio very softly.
Ineffective	1	* Try to make a deal with the boss to listen to stations s/hé likes. * Talk a co-worker into playing the radio so you can listen to it. * Act like you didn't hear the boss and play the radio anyway. * Yell at the boss, listening to the radio won't make any difference to the work. * Threaten to beat up the boss if you can't listen to the show.

A.9 **James worked at a restaurant stocking the salad bar. One night he was talking to his co-workers and didn't have time to restock the salad bar before the dinner rush. His boss got mad and yelled that James was going to have to pay attention to his job. James got angry about the comment.**

Circle the MOST appropriate score on the rating scale.

Effective	3	* Stop and apologize to the boss for not doing your work.
Fair	2	* Say nothing to the boss and go back to work.
Ineffective	1	* Be sarcastic to the boss, say that you will do anything to keep your wonderful job. * Don't say anything but let the boss know you are angry by giving him/her dirty looks. * Become physically sick in response to the situation. * Lie, tell the boss that you were talking to the co-workers about how to do the job. * Lie, tell the boss that you weren't working because the co-workers kept you from the job. * Quit the job. * Get angry at the boss over the comment and yell back. * Destroy parts of the salad bar to show how angry you are.

A.13. **Penny worked as a janitor in an office building. One night the boss told her to clean an office that Penny had just finished because it wasn't cleaned properly. Penny was very tired and did not want to do the job again.**

Circle the MOST appropriate score on the rating scale.

Effective	3	* Follow the boss's instructions and do the job over.
Fair	2	* Ask the boss to show you what you did wrong and ask if you can redo only those areas.
Ineffective	1	* Ask the boss if you can do the job another day. * Tell the boss that you are going to need some help to do the job again. * Agree to do the job, but let the boss know you are unhappy about having to do the work over. * Act like you are trying to do the job, but don't work too hard. * Ask a co-worker to clean the office for you. * Explain to the boss that you are tired and won't do the job over. * Lie, say that you are too sick to do the job. * Tell the boss that the office is clean enough and doesn't need to be cleaned again. * Quit the job.

A.16. **John was told by his boss that he couldn't wear jeans on the job. John didn't think that she had the right to tell him how to dress.**

Circle the MOST appropriate score on the rating scale.

Effective	3	* Apologize and promise not to wear jeans again. * Ask the boss in a polite way why you can't wear jeans.
Fair	2	* Try to talk the boss into letting you wear the jeans by explaining that jeans make sense for you to wear to work.
Ineffective	1	* Talk other co-workers into complaining to the boss about the dress code. * Ask another supervisor if your boss has the authority to tell you what to wear. * Have your parents call the boss to talk about the way you should dress for work. * Swear at the boss and say that s/he doesn't know what today's styles are. * Quit the job.

A.19. **Tom worked as a stocker in a grocery store. He was sorting cans when his boss told him he was doing the job wrong. Tom got mad and told the boss to do the job himself. The boss got angry and told Tom he was fired. Tom regretted his outburst and didn't want to lose his job.**

Circle the MOST appropriate score on the rating scale.

Effective	3	* Apologize to the boss and ask for the job back. * Tell the boss that if you are given your job back, you will do the work as good as anyone.
Fair	2	* Apologize to boss but don't stoop to begging for your job back. * Explain to the boss that you were having a bad day and not in the mood to have someone confront you.
Ineffective	1	* Lie to the boss, make up a story about a terrible personal problem you are having. * Walk off the job, there is nothing you can do and you won't ever get the job back. * Confront the boss angrily about losing your job.

A.23. **Mary's boss corrected her for mistakes in her work. Mary was very concerned and wanted to keep the boss happy. She asked him several times during the day if her work was OK. Finally the boss got angry and said "Mary you're really bothering me!"**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Apologize and explain to the boss that you were just checking that you did your work correctly.
Fair	2	• Don't say a word to the boss: just go back to work before s/he really gets angry.
Ineffective	1	• Go back to work and let the boss know how upset you are by giving him/her dirty looks. • Become upset and cry to show the boss that you are upset. • Wait till the boss turns around and give him/her the finger. • Complain loudly to your co-workers about the boss. • Get angry and yell at the boss.

A.27. **Daryl worked as a stocker in a large storehouse. He worked very hard to reorganize the storehouse and had it torn up when his boss came in. The boss got angry and demanded to know what Daryl was doing. Daryl was upset because he was trying his best to be a good worker.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Calmly explain to the boss how you are trying to improve the work place. • Apologize for making a mess and ask the boss for advice on getting the place back together.
Fair	2	• Tell the boss that you can't talk right now because you're frustrated over his/her reaction to your work.
Ineffective	1	• Tell the boss in no uncertain terms that you are angry over being spoken to that way and expect an apology. • Yell at the boss because you are working harder that anyone has a right to expect. • Lie, tell the boss you don't know what is going on because you just walked in. • Quit the job because you'll never be able to satisfy the boss no matter what you do. • Tell the boss to find someone else to do the job and storm out. • Punch the boss for being inconsiderate.

A.33. **Tammy's boss couldn't find his pack of cigarettes. He accused Tammy of taking them. Tammy didn't steal the cigarettes and was angry that the boss had accused her of stealing.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Calmly explain to the boss that you didn't take the cigarettes.
Fair	2	• Tell the boss to talk to your co-workers because they took the cigarettes. • Tell the boss in no uncertain terms that s/he was wrong in accusing you. • Walk away from the boss to avoid saying something you'll regret.
Ineffective	1	• Give the boss the finger when s/he turns away. • Demand that the boss apologize to you in front of all the workers. • Quit, you don't want to work for a jerk like that. • Blow up at the boss.

B.38. **One day when a co-worker was sick, Sue was assigned a new job she was not trained to do. She tried her best, but had a great deal of trouble doing the work, so the boss got on her for the problems. Sue got angry because it was her first day on the job and she was just filling in for the other worker.**

Circle the MOST appropriate score on the rating scale.

Effective	3	* Apologize to the boss and ask for more directions to do the job better.
Fair	2	* Ask a co-worker for help after the boss leaves.
Ineffective	1	* Ignore the boss and keep trying to do the job. * Ask to be moved from the job because you'll never be able to do it right. * Tell the boss to quit complaining: you're doing the best you can. * Lie to the boss, pretend you are sick to get out of the job. * Yell at the boss that it's unfair to expect you to do the job well at first. * Tell the boss to do the job him/herself.

B.39. **Becky worked at a retail store. She was given three directions at the same time by her boss. She was able to remember the first set of directions but forgot the others. She didn't want to appear dumb and didn't want to ask the boss to repeat the directions.**

Circle the MOST appropriate score on the rating scale.

Effective	3	* Explain that you didn't understand the job and ask the boss to write down the directions.
Fair	2	* Try to get a co-worker to help you. * Try to do the job the best way you know how.
Ineffective	1	* Wait until the boss checks on you to ask for help. * Lie, tell the boss you can't do the job because some equipment is broken. * Complain to the boss that nobody could do the job. * Become frustrated and blow up at the boss when s/he checks on you.

B.40. **Robby was given a set of directions to read but hadn't told the boss that he couldn't read. Robby was embarrassed to admit his problem to the boss but couldn't do the job unless he told.**

Circle the MOST appropriate score on the rating scale.

Effective	3	* Tell the boss that you can't read and ask for help to do the job. * Explain to the boss that you can't read and ask to be assigned to another job.
Fair	2	* Ask a co-worker to read the directions to you. * Ask a co-worker to explain to the boss that you can't read.
Ineffective	1	* Pretend that you are sick and leave work. * Try to do the job without reading the directions. * Lie, tell the boss you forgot your glasses and can't see to read the directions so you need help. * Quit the job, you will never be able to work there because you can't read.

B.57. **Frank worked in a grocery store sorting cans and bottles. After he had been working there for several weeks, and was doing well, Frank asked the boss for a change in hours and scheduling. The next day the boss acted like the conversation had never occurred and no changes took place. Frank was very frustrated over the boss's lack of responsiveness to his request.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• File a written request with the boss for a change in your work hours and scheduling.
Fair	2	• Go to a co-worker who has been there for a long time and ask for advice on how to handle the situation. • Go back to the boss again and politely ask for the schedule change. • Do not say a word to the boss, s/he has the final authority over you and you should abide by his/her decision.
Ineffective	1	• Complain to your co-workers about how unfair the boss is. • Bug the boss about the schedule every time you have a chance. • Complain to the boss's supervisor about the situation. • Sarcastically ask the boss how the new schedule is coming. • Tell the boss that you refuse to do any more work until your schedule is changed. • Quit the job.

C.61. **Sam's boss told him to stay late at work and help finish a rush job. Sam had made plans to meet some friends and told the boss that he wouldn't stay late. His boss seemed disgusted and told Sam that if he left work his job was going to become very hard.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Call your friends to make other arrangements and then do the best work you can. • Explain to the boss that you have already made plans and don't want to stay.
Fair	2	• Tell the boss that you will stay and help out but tell him/her in no uncertain terms that you never want to be threatened about losing your job again.
Ineffective	1	• Stay at work and do what you are told but act like you are really mad at the boss. • Complain to the boss's supervisor about the order to work late. • Go ahead and leave work early; the boss can't make you stay later than the regular time. • Pretend you are sick to get out of work. • Cry and tear at your clothes to show the boss how upset you are over the situation. • Tell the boss to "shove it" and quit.

C.62. **When Frances started her new job, her boss showed her what she was to do. The boss was in a hurry, however, and didn't have the time to make sure Frances understood the directions. Frances wasn't clear on what to do, so she worked very slowly and carefully to make sure she did the job correctly. When the boss came back, he was angry because Frances had worked so slowly.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Explain to the boss that you were doing the best you could to avoid making a mistake.
Fair	2	• Take the criticism, but after the boss leaves ask a co-worker for help. • Apologize to the boss, but don't say that you didn't understand the directions.
Ineffective	1	• Tell the boss that the problem is all his/her fault since you didn't get enough help to begin with. • Lie, tell the boss that you just took over from another worker who was the problem. • Quit the job. • Blow up at the boss and yell at him/her for being unfair.

C.65. **Todd was given directions by his boss about how to do a new job. The boss was in a hurry and talked very quickly. Todd got confused and asked his boss the same questions about the job several times. The boss got angry and told Todd to pay attention. This made Todd angry.**

Circle the MOST appropriate score on the rating scale.

Effective	3	* Apologize to the boss and explain that you need to have the directions repeated.
Fair	2	* Wait until the boss leaves and ask a co-worker to tell you what to do.
Ineffective	1	* Have your parents talk to the boss about the problem. * Walk out, you don't deserve to be treated that way. * Be sarcastic, tell the boss that nobody could understand the directions when s/he talks that fast. * Quit the job. * Go to the boss' supervisor and complain about the way you were treated.

C.66. **Michelle got a new job as a waitress. After Michelle arrived at her first night of work, the boss told her that she had to help close up the restaurant. Michelle didn't want to help because she had a date but her boss was very insistent that she work late.**

Circle the MOST appropriate score on the rating scale.

Effective	3	* Agree to work late and call to reschedule the date.
Fair	2	* Try to negotiate with the boss to close up some other night. * Explain that you can't work late because you already have plans.
Ineffective	1	* Agree to work late but let the boss know you are really angry about it and don't expect it to happen again. * Tell the boss that you are new so another worker should close up. * Pretend you are sick to get out of working. * Cry and become upset; it is unfair of the boss to expect you to stay late. * Walk out at the regular time; it is unfair to expect you to stay late. * Quit the job.

C.68. **Pat's boss gave him two different jobs to do. Pat had a hard time deciding which job needed to be completed first, and chose to start the job he thought was most important. After awhile the boss checked on him and became angry because she had wanted Pat to start with the other job.**

Circle the MOST appropriate score on the rating scale.

Effective	3	* Apologize to the boss and explain what you did and why you chose the other job to do first.
Fair	2	* Wait until the boss leaves and ask some co-workers for help to get caught up. * Be polite and listen, but tell the boss that you'll start the other job just as soon as you finish this one.
Ineffective	1	* Tell the boss in no uncertain terms that the problem is his/her's because you were not given good directions. * Get angry at the boss and yell at him/her since you were just trying the best you could. * Ignore the boss and just keeping working on the first job.

D.90. **Joe was offered a new job that started right away. He went to his boss and told his him the next day would be his last. Joe's boss got mad at him and said that Joe had to give at least 14 days notice before he could leave the job.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Try to negotiate an arrangement where you do both jobs for a period of time. • Call your new boss and negotiate starting the job in two weeks.
Fair	2	• Plead with your current boss to let you start the new job.
Ineffective	1	• Tell your current boss that it is too bad you can't give 14 days notice and walk out. • Call the new boss and tell him/her you can't take the job. • Agree with your current boss but leave the office and start the new job anyway without further discussions. • Threaten to get even with your current boss if s/he won't let you take the new job.

D.93. **When Tony quit his job, his boss gave him a paycheck that was half of the amount he should have earned. Tony thought that he was being taken advantage of by the boss and was angry.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Go in and talk to the boss about the problem in a calm manner to try to reach an acceptable solution.
Fair	2	• Have your parents talk to the boss about the problem.
Ineffective	1	• Talk to your old co-workers about what a jerk the boss is. • Yell and complain to the boss about the situation. • Forget about the money because there is nothing you can do to get it back. • Steal the amount of money you're owed. • Threaten to hurt the boss if you don't get the money.

D.94. **Rod worked at a restaurant. He did not like the job and wanted to quit. However, Rod didn't know how to quit and was afraid to talk to his boss about leaving.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Get your courage up and politely talk to the boss about quitting.
Fair	2	• Write the boss a note saying you are quitting. • Call the boss on the phone to tell him/her you are quitting.
Ineffective	1	• Have your parents talk to the boss about your quitting. • Tell one of your co-workers you are quitting and ask him/her to tell the boss as well. • Just stop coming to work and don't say a word to anyone about your decision. • Look for some way to get fired so you won't have to talk to the boss about quitting. • Pretend you are sick for several days and the boss will forget about you.

D.98. **Mark was scheduled to work in the afternoons. However, he could see his girlfriend only in the afternoons and really wanted to see her everyday.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Tell your girlfriend you will have to arrange other times to go out.
Fair	2	• Ask the boss to rearrange your schedule to have the afternoons off.
Ineffective	1	• Go to the boss and ask if your girlfriend can be hired so you can see each other. • Break up with your girlfriend since you won't be able to see her anyway. • Have your girlfriend come to see you at work. • Quit the job so you can see your girlfriend. • Skip work to be with your girlfriend.

E.107. **Beth wanted to take time off from work to get her hair cut. She tried to talk to her boss about taking the afternoon off but the boss told Beth that she'd have to get her hair cut on her own time. Beth was to go to a dance that night and wanted to look her best. However, she didn't want to make the boss mad by leaving work.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Reschedule the hair appointment after work. • Apologize, explain to the boss that you were too involved with the dance and that you will work as scheduled.
Fair	2	• Work as scheduled and don't get your hair cut. • Try to negotiate the time off, by offering to work another time.
Ineffective	1	• Comply with the boss' wishes but let him/her know you are angry through your actions and dirty looks. • Pretend you are sick and leave work. • Quit the job because how you look for the dance is the most important thing. • Do not pay any attention to what the boss says; just go to the appointment as you planned. • Get angry at the boss and threaten him/her if you can't go.

E.108. **Paul worked part-time and went to school full-time. He wanted to take time off work for spring vacation, but his boss told him he would be fired if he took the time off. Paul was angry because he felt his boss owed him the time off, and he would really miss vacation with his friends.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Explain the situation to the boss and apologize for any misunderstandings. • Try to talk the boss into letting you have two or three days off instead of the entire vacation.
Fair	2	• Miss the vacation because there is nothing else you can do.
Ineffective	1	• Try to trade work days with a co-worker and go anyway. • Ask your parents to talk to the boss about your vacation. • Lie, when the time comes just call in sick. • Tell the boss you will quit unless you can have the time off. • Get angry and yell at the boss for treating you unfairly. • Just take the time off anyway without talking to the boss. • Try to get fired so you will have the time off.

E.112. **Jim had a flat tire on the way to work but there was no phone around to call in to say he would be late. Jim finally arrived at work 30 minutes late and his boss was very upset that he hadn't called in. When Jim tried to explain what had happened the boss said he didn't believe Jim's story.**

Circle the MOST appropriate score on the rating scale.

Effective	3	* Let the boss calm down and then politely talk about the problem.
Fair	2	* Demand that the boss go to see the flat tire in the trunk of your car so s/he will see that you aren't lying.
Ineffective	1	* Just walk away and ignore the boss. * Have a co-worker go to the boss and tell your side of the story. * Yell at the boss for not believing you when you are telling the truth. * Laugh at the boss and walk away talking about him/her under your breath. * Quit the job on the spot if you are going to be treated that way.

E.121. **Michelle was working at a concession stand at a fair. The stand was very busy and overwhelmed with customers. The boss yelled at Michelle to hurry up. However the boss did not yell at any of the other workers. Michelle thought she was being singled out because she was the youngest worker.**

Cifcle the MOST appropriate score on the rating scale.

Effective	3	* Wait until after work and politely talk to the boss about the situation and why you think you are being singled out.
Fair	2	* Go back to work without saying a word to the boss about your feelings. * Immediately tell the boss that you feel singled out for unfair treatment because you are the youngest worker.
Ineffective	1	* Threaten to quit if the boss ever treats you like that again. * Let the boss know you are angry by throwing equipment around. * Quit the job on the spot.

E.123. **Keith was hired at Dairy Queen as a cook. His boss got mad at Keith because he didn't work as fast as the cook he had replaced. Keith was doing the best he could and thought it unfair to expect him to catch on to the job so quickly.**

Circle the MOST appropriate score on the rating scale.

Effective	3	* Wait until there is a break, apologize, and tell the boss you are doing the best you can. * Try to find out if you can do anything differently that will improve your work.
Fair	2	* Stop work immediately after the comment, apologize, and tell the boss you are doing the best you can.
Ineffective	1	* Do not say anything to the boss, just keep your anger inside you. * Tell the boss to get off your back because you are doing the best you can. * Cry and become very upset because you will never be a good worker. * Quit the job. * Threaten to beat up the boss if s/he ever talks to you that way again.

E.125. **Peter worked outside painting houses for a contractor. One day he got very hot and tired and couldn't work as fast as his co-workers so his boss yelled at him to "hurry up." The yelling made Peter nervous and made him work even slower.**

Circle the MOST appropriate score on the rating scale.

Effective	3	* Wait until there is a break, apologize to the boss, and explain that you are not feeling well.
Fair	2	Stop work right away and explain to the boss that you are not feeling well and need to stop work.
Ineffective	1	* Just keep trying to work as good as you can but don't say anything to the boss. * Tell the boss that you need a break but don't explain why. * Become very sad and frustrated. * Tell the boss that if s/he wants you to work faster s/he should get off your back. * Become physically ill over the treatment. * Quit on the spot. * Yell back at the boss for picking on you.

F.128. **Henry tried to ask his boss questions about how to do his job. The boss was in a hurry and rattled off an answer Henry didn't understand. The boss then left without being sure Henry knew what to do. Henry felt like his boss just wasn't listening to him and was very frustrated.**

Circle the MOST appropriate score on the rating scale.

Effective	3	* Wait until there is a break and politely ask the boss to give you some help on the job. * Find the boss and tell him/her that you didn't understand those directions and you need to be told again slowly if the job is to be done properly.
Fair	2	* Wait until the boss leaves and ask a co-worker for help.
Ineffective	1	* Do not ask the boss or anyone else for help, just try to do the job the best you can. * Refuse to do anything until the boss comes back and gives you proper instructions. * Wait until the boss is walking away begin to yell what a bad boss s/he is.

F.129. **Ted worked at a department store after school and was having a lot of trouble scheduling time to study for his final exams. Ted asked his boss if he could leave early every day for one week to study for his tests. The boss told him he couldn't leave early and still keep his job. Ted became angry thinking that the boss's decision was unfair.**

Circle the MOST appropriate score on the rating scale.

Effective	3	* Go back to talk to the boss about the situation again. Politely try to negotiate making the hours up on other days.
Fair	2	* Study around your work schedule because there is nothing you can do to change the boss' mind.
Ineffective	1	* Trade schedules with a co-worker without getting permission from the boss. * Call in sick to get the time off. * Try to get fired so you can have the time off. * Scream at the boss over the decision. * Leave work early anyway. * Quit the job.

I.168. **Jerome was upset about a fight he had with his parents. He went to work but acted sad. Jerome's boss came up to him and asked him what was wrong but Jerome wasn't sure if he should talk about the problem.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Thank the boss for the concern, let him/her know that something happened at home but that you'd rather not talk about it. • Go ahead and talk briefly to the boss about the problem.
Fair	2	• Don't say anything about the problem, keep your feelings inside and concentrate on your job.
Ineffective	1	• Stop working and call your parents to talk about the problem. • Tell the boss it's none of his business. • Breakdown and cry because you are so upset.

M.208. **Bruce wanted to get out of doing some work and told the boss that he had almost finished his job and asked for a break. Later his boss found out Bruce hadn't even started to do the job and was quite angry at Bruce.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Admit that you had lied and say it won't happen again.
Fair	2	• Tell the boss that you really needed a break and try to negotiate making up the time.
Ineffective	1	• Ignore the boss and go back to work. • Lie, tell the boss you did the job but that someone else did the job over after you finished. • Quit the job before you get fired. • Yell back at the boss. • Ask what you gonna do, fire me?

C.69. **When David was learning how to cook pizza he received different directions from his shift supervisor and the restaurant manager. He wasn't sure whose directions to follow and was frustrated about what to do.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Go to either the shift supervisor or manager and politely ask what you are supposed to do.
Fair	2	• Wait until the supervisor and the manager walk away and then ask a co-worker what you should do.
Ineffective	1	• Just try to do the job the best you can, whether it is right or wrong. • Wait until the supervisor and the manager are together and give them a hard time for telling you to do different things. • Just stop; don't do any work until someone comes to check on you. • Walk out and quit the job.

CO-WORKER PROBLEMS

C.64. **Sharon was working as a janitor trainee with a regular janitor. He would tell her what to do and Sharon ended up doing most of the jobs. The janitor did very little, saying he was supervising her training. Sharon thought this was unfair.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Confront the janitor about the situation and demand he do his share of the work.
Fair	2	• Go to the boss and ask to be transferred to work with another janitor. • Go directly to the boss and complain about the janitor.
Ineffective	1	• Just do the work and don't say anything. • Complain to your co-workers about the situation. • Ignore the janitor and give him dirty looks to let him know you do not like being taken advantage of. • Get mad and yell at the janitor for not doing his share of the work. • Quit the job, nothing will change anyway. • Ask a co-worker to threaten to beat up the janitor.

G.142. **Steve worked as a stockboy on the late shift at a grocery store. After the boss would leave for the evening, Steve's co-worker would tell him to stay late to finish the job, while he would leave early. Steve knew that the co-worker was taking advantage of him, but the co-worker had threatened to beat him up if Steve told the boss what was going on.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Go see the boss privately to discuss the situation. • Calmly and firmly tell the co-worker that you will not stay late any more.
Fair	2	• Decide that the next time the problem occurs you will just leave work at the usual time. • Write an anonymous note to the boss about the situation. • Ask your parents to call the boss and to talk about the situation.
Ineffective	1	• Lie to the co-worker, say that your parents are going to start picking you up after work, so you can't stay. • Threaten to have the co-worker taken care of if s/he makes you stay late again. • Quit the job, there is nothing you can do about the situation. • Just do what he says.

G.143. **Greg was loading logs with a co-worker. The other worker got tired and decided to take a break. Greg was worried that the boss would see them and he'd get in trouble.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Tell the co-worker that s/he will have to wait until the regular break time to stop and rest or you will both get into trouble.
Fair	2	• Tell the co-worker that unless s/he gets working you will go to the boss. • Keep trying to lift the logs by yourself so, if the boss stops by, you will not get into trouble.
Ineffective	1	• Go tell the boss that the co-worker is lazy and is not working. • Take a break as well because there is nothing you can do about the situation. • Become very nervous and agitated about the situation, but don't do anything about it. • Threaten to beat up the co-worker if s/he doesn't start to help you out.

G.145. **Abe worked stocking the salad bar at a restaurant. Abe looked back as he filled the containers on the salad bar, and saw a co-worker redoing the work Abe had just completed. Abe got mad because the co-worker didn't think he could do the job properly.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Politely ask the co-worker if you really do need help doing the job. • Politely tell the co-worker that you don't need help to do your job.
Fair	2	• Ignore the co-worker and work as hard as you can to do a good job. • Apologize to co-worker for him/her having to do your job.
Ineffective	1	• Go to the boss and demand to know why the co-worker was doing your job. • Stop doing the job if the co-worker is going to do it for you. • Yell at the co-worker to do his/her own job. • Cry because you are not trusted to do your job.

G.147. **Sally was working on an assembly job. While she was bending over a male co-worker grabbed her hair to get her attention. This surprised Sally and made her mad.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Tell the co-worker to never touch you like that again. • Politely ask the co-worker to apologize to you for his behavior.
Fair	2	• Go and tell the boss that the co-worker grabbed you.
Ineffective	1	• Tell the co-worker to get his dirty hands off of you. • Ignore the co-worker because he didn't mean anything by the action. • Tell the worker you are going to have your boyfriend beat him up. • Slap him. • Pull his hair back to show him how it feels.

H.158. **Tina worked with a co-worker who continually made fun of her and called her names. Tina tried to ignore the worker at first but finally had had enough. She told the co-worker to please stop. The co-worker laughed and said, "I won't stop, you're too much fun to tease."**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Ignore the worker because she just wants to get you upset. • Tell the worker that you will go to the boss with the problem if she keeps teasing you.
Fair	2	• Go to the boss and ask him/her to do something about the problem.
Ineffective	1	• Go to the boss and threaten to quit unless the worker stops making fun of you. • Become upset and plead with the co-worker to leave you alone. • Tell her that you will start making fun of her. • Accept that there is nothing you can do and that she is going to make your working life miserable. • Have your parents talk to the worker about the problem. • Threaten to beat up the worker if she keeps making fun of you.

H.164. **One of Ted's co-workers heard rumors about Ted, and told the other co-workers. Ted became very angry, and wanted the co-worker to stop spreading the rumors.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Go to the co-worker and privately ask him to stop.
Fair	2	• Joke with the workers about the rumors to make light of them. • Confront the co-worker in front of the others and tell him to stop.
Ineffective	1	• Ask your boss to tell the co-worker to stop. • Yell at the worker for spreading rumors about you. • To get even, spread rumors about the co-worker. • Throw a fit in front of the co-worker to let him know how upset you are. • Sabotage the worker's job so he will get into trouble. • Beat the co-worker up.

H.165. **Ned was joking and having a good time with a co-worker during a slow period at the restaurant. However, when the lunch rush started, he kept teasing the co-worker and seemed unaware of the amount of work they had to do. The co-worker turned to Ned and said, "Why don't you grow up?" Ned felt bad about the comment.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Go to the co-worker and apologize for your behavior.
Fair	2	• Act surprised and ask the co-worker what is wrong with him/her?
Ineffective	1	• Don't say a word to the co-worker and go back to work. • Let the co-worker know you are angry by giving him/her dirty looks and acting annoyed. • Tell the co-worker that if that's the way it is s/he is no longer your friend. • Breakdown and cry because of the worker's comment. • Yell at the co-worker for starting the incident. • Punch the co-worker.

I.169. **Charles' mother decided to leave town and told Charles that he was to go live with his father. Charles was very upset and tried to talk to a friend at work about the problem. The friend was in a hurry and couldn't talk to Charles, which upset him even more.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Ask your friend if you can talk later about the problem.
Fair	2	• Go to your boss to talk about the problem.
Ineffective	1	• Call your mom from work to talk about the problem. • Try to find another worker right away to talk to about the problem. • There is nothing you can do no matter how bad you feel. • Get mad and yell at your friend for not listening. • Sit and cry because no one will help you. • Quit the job because no one cares about you at work.

J.175. **Fred had a bad reputation at work because it was known he had been in trouble with the law. As a result, the co-workers tried to avoid him and refused to associate with him. Fred felt badly about the treatment.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Try your best to be nice to the workers and don't talk about.
Fair	2	• Talk to the boss about the problem. • Call a meeting of the workers to talk with them about your past. • Ask the boss to talk to the workers about the problem.
Ineffective	1	• Just stay away from the workers and don't associate with them. • Tell the boss you will quit unless something is done about the workers' comments. • Get angry and yell at the workers for being narrow minded. • Quit the job and find another. • Get back at the workers by destroying their belongings.

J.179. **One of Rob's co-workers used drugs regularly on the job. The co-worker asked Rob to take drugs with him one day. Rob didn't want to take the drugs because he thought he would get in trouble. However, he wanted to have at least one friend at work and thought the co-worker would like him if they did something together.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Tell the co-worker that you want to be his friend but you won't do drugs.
Fair	2	• Tell the co-worker you won't have anything to do with him as long as s/he does drugs. • Avoid the co-worker so you won't be put in a difficult situation regarding the drugs. • Tell the co-worker that you are going to tell the boss about the drugs if s/he doesn't stop.
Ineffective	1	• Go immediately to the boss and tell him about the situation. • Wrote a note to the boss explaining the problem. • Report the co-worker to the police for doing drugs. • Stall for time, tell the co-worker that you are sick and can't take the drugs just then. • Do the drugs.

J.181. **Sherry became friends with a co-worker who was abusive to the boss. Sherry wanted her friend to like her and the friend encouraged Sherry to talk back to the boss as well.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Tell her that you want to be her friend, but you will not be abusive to the boss just because s/he wants you to.
Fair	2	• Try to talk your friend into being nice to the boss. • Tell your friend that if s/he acts that way to the boss you will not have anything to do with him/her.
Ineffective	1	• Threaten to tell the boss about the plan unless your friend changes his/her mind. • Avoid your friend so you will not have to deal with the situation. • Tell the boss what your friend wants you to do. • Write a letter to the boss to explain the problem. • Wait until he is abusive to the boss and then turn on her to get her in trouble. • Do what your friend says and be abusive to the boss.

J.182. **Stan tried to make friends with several co-workers. However, none of the co-workers were going to school and all of Stan's comments related to what he did in classes. The co-workers didn't have anything to say to him and wouldn't interact with him.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Try to talk about subjects that would be more important to the co-workers.
Fair	2	• Try to get advice from the boss about how to approach the co-workers. • Confront the workers about why they won't talk to you.
Ineffective	1	• The co-workers are jerks, just walk away and leave them alone. • Complain to the boss about the situation. • Have your parents come to work to talk to the co-workers for you. • Get mad and yell at the co-workers. • Quit the job. • Throw a tantrum to get the workers to talk to you. • Get even with the workers by destroying some of their things.

K.189. **Tom's co-workers regularly gave him a hard time about his work and the fact that Tom was from the school. The teasing at first made Tom feel bad but, as time went by, it made him very angry.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Go to the boss and ask for advice on how to handle the problem. • Call a meeting of the co-workers and ask them to stop teasing you.
Fair	2	• Go to the boss and request a transfer to another work area.
Ineffective	1	• Ignore the teasing because there is nothing you can do about it anyway. • Go to the boss and demand that the boss take care of the problem. • Ask your parents to talk to the workers about the problem. • Cry to show the workers how much you have been hurt by the teasing. • Become angry and scream at the workers. • Quit the job because you will never be able to stop the teasing. • Beat up the biggest worker to show them all that you are no one to mess with. • Destroy some of the workers belongings to get even.

K.191. **Carol worked on a factory production line finishing the assembly of a product. The workers ahead of her worked very slowly and would talk constantly. Carol was afraid that they would make her look bad, but she didn't know what to say to make her co-workers work harder.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Politely ask the workers to work faster.
Fair	2	• Go to the boss and ask to be moved to a different job because of the co-workers.
Ineffective	1	• Don't say a word to the workers about the problem; it would just make them angry. • Tell the workers to speed up because they are making you look bad. • Go to the boss and demand that something be done about the co-workers rotten work. • Do the co-workers' jobs at the break so you will be able to do yours when the break is over. • Yell at the workers to get to work. • Start to goof off with the co-workers and don't do your own work. • Threaten to "get" the co-workers if they don't work harder.

K.192. **Charles was to work with a co-worker to clean out sawdust from a machine. They worked for 5 minutes and then the co-worker took a long break leaving Charles to do the work alone. Charles was mad because he got stuck doing the job.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Tell the co-worker that you have done your share and s/he needs to come back and help finish.
Fair	2	• Tell the co-worker that you will go to the boss unless s/he does his/her share of the work.
Ineffective	1	• Go to the boss and ask to be transferred so you don't have to work with the co-worker. • Do the whole job yourself. • Do what you think is fair and walk away without saying a word to the co-worker. • Go to the boss and demand that something be done about the co-worker. • Yell at the co-worker to get to work. • Become angry and stomp away from the work area. • Stop and goof off too. • Threaten to beat up the co-worker unless s/he helps out.

K.193. **Joan didn't smoke and hated to be around people who did. A number of her co-workers smoked at break and would blow smoke at Joan. She asked the workers to go elsewhere to smoke, but they said "This is a public place, we have every right to smoke here."**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Just leave the break area.
Fair	2	• Talk with the boss about making the break area nonsmoking.
Ineffective	1	• Go to the boss about how to get the workers to stop bothering you. • Ask the boss to tell the workers to stop smoking. • Yell at the co-workers for being inconsiderate. • Make yourself throw up in the breakroom to get them to stop. • Start smoking too. • Threaten to punch the next person who blows smoke on you.

K.194. **Tim's co-worker wanted a cigarette and demanded that Tim give him one. Tim didn't want to share his cigarettes because the co-worker didn't ask him politely.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Tell the worker you will share, but only if you are asked politely.
Fair	2	• Ignore the comment and give the co-worker a cigarette.
Ineffective	1	• Tell the co-worker that you won't give him a cigarette. • Lie, tell the co-worker you don't have any to share. • Go to the boss to talk about the situation. • Walk away and don't say a word to the co-worker. • Get angry and tell him to buy his own cigarettes. • Be sarcastic, tell the worker he doesn't want to smoke because it is bad for health.

BEST COPY AVAILABLE

L.201. **Martha was telling dirty jokes on the job. One of her co-workers took offense at the jokes and told Martha to stop.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Apologize and stop telling the jokes.
Fair	2	• Keep telling the jokes, but make sure the co-worker is not around. • Write an apology to the worker about the situation.
Ineffective	1	• Talk to your boss about how to handle the situation. • Ask the boss if you can be assigned to work some where else away from the co-worker. • Tell the co-worker that s/he doesn't have to listen to the jokes. • Make fun of the co-worker for being a prude. • Become upset because the co-worker doesn't like you. • Keep telling the jokes so you can really bug the co-worker.

L.202. **Ed was asked by his co-worker to stop whistling. Ed agreed to stop, but then continued to whistle just to irritate the co-worker. Finally, the co-worker turned to Ed and screamed at him to stop.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Apologize and stop whistling, you've made him mad enough.
Fair	2	• Talk to your boss about how to handle the problem. • Write an apology to the co-worker about the situation.
Ineffective	1	• Yell back at the worker to mind his own business. • Tell the co-worker to mind his/her own business. • Go to the boss and say that the co-worker is picking a fight with you. • Keep whistling to bother the co-worker. • Punch the co-worker in the face for yelling at you.

M.204. **Beth was working at a concession stand. A co-worker said something to Beth that she didn't hear so the co-worker hit Beth on the arm to get her attention. Beth got mad and backhanded her saying "Don't you ever touch me again, you bitch!" The co-worker became very angry and came at Beth.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Go to the boss to have him/her talk to both of you about the problem. • Apologize and walk away. You don't want to get into a fight on the job.
Fair	2	• Go right to the boss and say that the worker tried to pick a fight with you when you were helping her work.
Ineffective	1	• Scream at the worker to stay away from you. • Cry and become extremely upset because of the situation. • Throw a wild tantrum in front of the woman to let her know that you are no one to mess with. • Tell the woman that you are sorry for having reacted the way you did. • Stand still and let the worker hit you. Don't fight back. • Hit the woman in the face.

M.207. **Seth was taking a break with a co-worker in the break room. They began to have a friendly shoving match, when the co-worker got hurt and yelled he was going to break Seth's neck. The co-worker came at Seth throwing punches. Seth really didn't want to fight because he liked the co-worker and he thought they would get into trouble.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Back away telling the co-worker you are sorry and you were just having fun. • Try to grab the co-worker's arms and tell him to stop.
Fair	2	• Quickly go and ask the boss to handle the situation.
Ineffective	1	• Run back into the work area. • Let yourself get hit and don't fight back so the co-worker will cool off. • Report the co-worker to the boss for fighting. • Get mad and yell at the co-worker. • Punch the co-worker in the face.

N.215. **Jim had a crush on a girl at work but was too shy to ask her out, and he sometimes stared at her during work. She came over to Jim and told him that she didn't like him looking at her all the time. Jim was embarrassed and angry that she didn't like him.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Apologize to the girl and tell her you will stop.
Fair	2	• Just stop staring at or thinking about the girl. • Write the girl a note, telling her that you like her. • Go out of your way to avoid her so you won't be embarrassed.
Ineffective	1	• Tell the girl she is making a mistake and ask her out on a date. • Deny that you were looking at her. • Keep staring at the girl to get her attention. • Tell her to shut up and to get away from you. • Quit the job to avoid being around her. • Spread dirty rumors about the girl if she is going to treat you that way.

N.216. **Sheila had a crush on a co-worker, but he didn't seem to like her. To make him pay attention to her, Sheila followed him around and talked about anything. The co-worker still didn't talk to her and tried to avoid her.**

Circle the MOST appropriate score on the rating scale.

Effective	3	• Quit following the co-worker around, but first tell him how you feel.
Fair	2	• Actively avoid him and play hard to get.
Ineffective	1	• Call the worker on the telephone after work, maybe he is shy around the other co-workers. • Write him a letter saying how much you like him. • Ask another co-worker to talk to him for you. • Ask the boss how to handle the situation. • Feel badly over the fact he doesn't like you. • Spread rumors about him if he is going to treat you that way.

mb12.7

SCALE OF JOB-RELATED SOCIAL SKILL KNOWLEDGE (SSSK)

* Scoring Form *

Student: _____

Site/Program: _____

Date: _____

Test Administrator: _____

mb12.9

The Scale of Job-Related Social Skills knowledge (SSSK) is devised to be administered in a one to one clinical interview. The interviewer should be a psychologist, counselor, teacher, or teacher aide. The group of persons for whom the SSSK was developed are adolescents and young adults (14 to 21 years of age) who are considered severely emotionally disturbed or behaviorally disordered.

The SSSK should be administered in a quiet, private setting and will take approximately 1 hour to complete. The interviewer should review the administration directions before beginning any assessment. The items should be read as written, to the subject, but paraphrasing is allowed. The subjects response to each item (i.e. what he or she would do if placed in such a situation) should be written on this form after the appropriate item. The entire measure should be completed before the responses are scored.

Each response should be scored on the 3 point scale below the item on this form. The assigned score relates to how effective or ineffective a particular response is in resolving the specific problematic situation. Directions for scoring are provided in the administration manual for the SSSK and should be followed during this process. Be sure to score each response and to assign only 1 score (1,2,3) for each response.

WORK SUPERVISOR PROBLEMS

A.4. **Grant was hired to be a mechanic at an automobile repair shop but all he did was clean-up. He went in to work on his birthday hoping that he would get to do mechanical work. Grant was very disappointed when he realized that he wasn't going to be allowed to work on the cars that day.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

A.5. **Terry brought his radio to listen to at work. The boss told Terry that he couldn't play the radio but Terry wanted to listen to a particular show.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

A.9 **James worked at a restaurant stocking the salad bar. One night he was talking to his co-workers and didn't have time to restock the salad bar before the dinner rush. His boss got mad and yelled that James was going to have to pay attention to his job. James got angry about the comment.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

A.13. **Penny worked as a janitor in an office building. One night the boss told her to clean an office that Penny had just finished because it wasn't cleaned properly. Penny was very tired and did not want to do the job again.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

A.16. **John was told by his boss that he couldn't wear jeans on the job. John didn't think that she had the right to tell him how to dress.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

A.19. **Tom worked as a stocker in a grocery store. He was sorting cans when his boss told him he was doing the job wrong. Tom got mad and told the boss to do the job himself. The boss got angry and told Tom he was fired. Tom regretted his outburst and didn't want to lose his job.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

A.23. **Mary's boss corrected her for mistakes in her work. Mary was very concerned and wanted to keep the boss happy. She asked him several times during the day if her work was OK. Finally the boss got angry and said "Mary you're really bothering me!"**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

A.27. **Daryl worked as a stocker in a large storehouse. He worked very hard to reorganize the storehouse and had it torn up when his boss came in. The boss got angry and demanded to know what Daryl was doing. Daryl was upset because he was trying his best to be a good worker.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

A.33. **Tammy's boss couldn't find his pack of cigarettes. He accused Tammy of taking them. Tammy didn't steal the cigarettes and was angry that the boss had accused her of stealing.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

B.38. **One day when a co-worker was sick, Sue was assigned a new job she was not trained to do. She tried her best, but had a great deal of trouble doing the work. The boss got on her for the problems. Sue got angry because it was her first day on the job and she was just filling in for the other worker.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

B.39. **Becky worked at a retail store. She was given three directions at the same time by her boss. She was able to remember the first set of directions but forgot the others. She didn't want to appear dumb and didn't want to ask the boss to repeat the directions.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

B.40. **Robby was given a set of directions to read, but hadn't told the boss that he couldn't read. Robby was embarrassed to admit his problem to the boss but couldn't do the job unless he told.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

B.57. **Frank worked in a grocery store sorting cans and bottles. After he had been working there for several weeks and was doing well, Frank asked the boss for a change in hours and scheduling. The next day the boss acted like the conversation had never occurred and no changes took place. Frank was very frustrated over the boss's lack of responsiveness to his request.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

C.61. **Sam's boss told him to stay late at work and help finish a rush job. Sam had made plans to meet some friends and told the boss that he wouldn't stay late. His boss seemed disgusted and told Sam that if he left work his job was going to become very hard.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

C.62. **When Frances started her new job, her boss showed her what she was to do. The boss was in a hurry, however, and didn't have the time to make sure Frances understood the directions. Frances wasn't clear on what to do, so she worked very slowly and carefully to make sure she did the job correctly. When the boss came back, he was angry because Frances had worked so slowly.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

C.65. **Todd was given directions by his boss about how to do a new job. The boss was in a hurry and talked very quickly. Todd got confused and asked his boss the same questions about the job several times. The boss got angry and told Todd to pay attention. This made Todd angry.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

C.66. **Michelle got a new job as a waitress. After Michelle arrived at her first night of work the boss told her that she had to help close up the restaurant. Michelle didn't want to help because she had a date but her boss was very insistent that she work late.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

C.68. **Pat's boss gave him two different jobs to do. Pat had a hard time deciding which job needed to be completed first, and chose to start the job he thought was most important. After awhile the boss checked on him and became angry because she had wanted Pat to start with the other job.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

D.90. **Joe was offered a new job that started right away. He went to his boss and told his him the next day would be his last. Joe's boss got mad at him and said that Joe had to give at least 14 days notice before he could leave the job.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

D.93. **When Tony quit his job, his boss gave him a paycheck that was half of the amount he should have earned. Tony thought that he was being taken advantage of by the boss and was angry.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

D.94. **Rod worked at a restaurant. He did not like the job and wanted to quit. However, Rod didn't know how to quit and was afraid to talk to his boss about leaving.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

D.98. **Mark was scheduled to work in the afternoons. However, he could see his girlfriend only in the afternoons and really wanted to see her everyday.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

E.107. **Beth wanted to take time off from work to get her hair cut. She tried to talk to her boss about taking the afternoon off but the boss told Beth that she'd have to get her hair cut on her own time. Beth was to go to a dance that night and wanted to look her best. However, she didn't want to make the boss mad by leaving work.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

E.108. **Paul worked part-time and went to school full-time. He wanted to take time off work for spring vacation, but his boss told him he would be fired if he took the time off. Paul was angry because he felt that his boss owed him the time off, and he would really miss vacation with his friends.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

E.112. **Jim had a flat tire on the way to work but there was no phone around to call in to say he would be late. Jim finally arrived at work 30 minutes late and his boss was very upset that he hadn't called in. When Jim tried to explain what had happened the boss said he didn't believe Jim's story.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

E.121. **Michelle was working at a concession stand at a fair. The stand was very busy and overwhelmed with customers. The boss yelled at Michelle to hurry up. However the boss did not yell at any of the other workers. Michelle thought she was being singled out because she was the youngest worker.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

E.123. **Keith was hired at Dairy Queen as a cook. His boss got mad at Keith because he didn't work as fast as the cook he had replaced. Keith was doing the best he could and thought it unfair to expect him to catch on to the job so quickly.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

E.125. **Peter worked outside painting houses for a contractor. One day he got very hot and tired and couldn't work as fast as his co-workers so his boss yelled at him to "hurry up." The yelling made Peter nervous and made him work even slower.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

F.128. **Henry tried to ask his boss questions about how to do his job. The boss was in a hurry and rattled off an answer Henry didn't understand. The boss then left without being sure Henry knew what to do. Henry felt like his boss just wasn't listening to him and was very frustrated.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

F.129. **Ted worked at a department store after school and was having a lot of trouble scheduling time to study for his final exams. Ted asked his boss if he could leave early every day for one week to study for his tests. The boss told him he couldn't leave early and still keep his job. Ted became angry thinking that the boss's decision was unfair.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

I.168. **Jerome was upset about a fight he had with his parents. He went to work but acted sad. Jerome's boss came up to him and asked him what was wrong but Jerome wasn't sure if he should talk about the problem.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

M.208. **Bruce wanted to get out of doing some work and told the boss that he had almost finished his job and asked for a break. Later his boss found out Bruce hadn't even started to do the job and was quite angry at Bruce.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

C.69. **When David was learning how to cook pizza he received different directions from his shift supervisor and the restaurant manager. He wasn't sure whose directions to follow and was frustrated about what to do.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

CO-WORKER SECTION

C.64. **Sharon was working as a janitor trainee with a regular janitor. He would tell her what to do and Sharon ended up doing most of the jobs. The janitor did very little, saying he was supervising her training. Sharon thought this was unfair.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

G.142. **Steve worked as a stockboy on the late shift at a grocery store. After the boss would leave for the evening, Steve's co-worker would tell him to stay late to finish the job, where he would leave early. Steve knew that the co-worker was taking advantage of him, but the co-worker had threatened to beat him up if Steve told the boss what was going on.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

G.143. **Greg was loading logs with a co-worker. The other worker got tired and decided to take a break. Greg was worried that the boss would see them and he'd get in trouble.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

G.145. **Abe worked stocking the salad bar at a restaurant. Abe looked back as he filled the containers on the salad bar and saw a co-worker redoing the work Abe had just completed. Abe got mad because the co-worker didn't think he could do the job properly.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

G.147. **Sally was working on an assembly job. While she was bending over a male co-worker grabbed her hair to get her attention. This surprised Sally and made her mad.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

H.158. **Tina worked with a co-worker who continually made fun of her and called her names. Tina tried to ignore the worker at first but finally had had enough. She told the co-worker to please stop. The co-worker laughed and said, "I won't stop, you're too much fun to tease."**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

H.164. **One of Ted's co-workers heard rumors about Ted, told the other co-workers. Ted became very angry and wanted the co-worker to stop spreading the rumors.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

H.165. **Ned was joking and having a good time with a co-worker during a slow period at the restaurant. However, when the lunch rush started, he kept teasing the co-worker and seemed unaware of the amount of work they had to do. The co-worker turned to Ned and said, "Why don't you grow up?" Ned felt bad about the comment.**

Response: _____

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_____

Circle the MOST appropriate score on the rating scale.

3 2 1

I.169. **Charles' mother decided to leave town and told Charles that he was to go live with his father. Charles was very upset and tried to talk to a friend at work about the problem. The friend was in a hurry and couldn't talk to Charles, which upset him even more.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

J.175. **Fred had a bad reputation at work because it was known he had been in trouble with the law. As a result, the co-workers tried to avoid him and refused to associate with him. Fred felt badly about the treatment.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

J.179. **One of Rob's co-workers used drugs regularly on the job. The co-worker asked Rob to take drugs with him one day. Rob didn't want to take the drugs because he thought he would get in trouble. However, he wanted to have at least one friend at work and thought the co-worker would like him if they did something together.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

J.181. **Sherry became friends with a co-worker who was abusive to the boss. Sherry wanted her friend to like her and the friend encouraged Sherry to talk back to the boss as well.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

J.182. **Stan tried to make friends with several co-workers. However, none of the co-workers were going to school and all of Stan's comments related to what he did in classes. The co-workers didn't have anything to say to him and wouldn't interact with him.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

K.189. **Tom's co-workers regularly gave him a hard time about his work and the fact that Tom was from the school. The teasing at first made Tom feel bad but, as time went by, it made him very angry.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

K.191. **Carol worked on a factory production line finishing the assembly of a product. The workers ahead of her worked very slowly and would talk constantly. Carol was afraid that their behavior would make her look bad but she didn't know what to say to make her co-workers work harder.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

K.192. **Charles was to work with a co-worker to clean out sawdust from a machine. They worked for 5 minutes and then the co-worker took a long break leaving Charles to do the work alone. Charles was mad because he got stuck doing the job.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

K.193. **Joan didn't smoke and hated to be around people who did. A number of her co-workers smoked at break and would blow smoke at Joan. She asked the workers to go elsewhere to smoke but they said "This is a public place, we have every right to smoke here."**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

K.194. **Tim's co-worker wanted a cigarette and demanded that Tim give him one. Tim didn't want to share his cigarettes because the co-worker didn't ask him politely.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

L.201. **Martha was telling dirty jokes on the job. One of her co-workers took offense at the jokes and told Martha to stop.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

L.202. **Ed was asked by his co-worker to stop whistling. Ed agreed to stop, but then continued to whistle just to irritate the co-worker. Finally, the co-worker turned to Ed and screamed at him to stop.**

Response: _____

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_____

Circle the MOST appropriate score on the rating scale.

3 2 1

M.204. **Beth was working at a concession stand. A co-worker said something to Beth that she didn't hear so the co-worker hit Beth on the arm to get her attention. Beth got mad and backhanded her saying "Don't you ever touch me again, you bitch!" The co-worker became very angry and came at Beth.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

M.207. **Seth was taking a break with a co-worker in the break room. They began to have a friendly shoving match, when the co-worker got hurt and yelled he was going to break Seth's neck. The co-worker came at Seth throwing punches. Seth really didn't want to fight because he liked the co-worker and he thought they would get into trouble.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

N.215. **Jim had a crush on a girl at work but was too shy to ask her out, and he sometimes stared at her during work. She came over to Jim and told him that she didn't like him looking at her all the time. Jim was embarrassed and angry that she didn't like him.**

Response: _____

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Circle the MOST appropriate score on the rating scale.

3 2 1

N.216. **Sheila had a crush on a co-worker, but he didn't seem to like her. To make him pay attention to her, Sheila followed him around and talked about anything. The co-worker still didn't talk to her and tried to avoid her.**

Response: _____

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_____

Circle the MOST appropriate score on the rating scale.

3 2 1

APPENDIX C

SSSP

SCALE OF JOB-RELATED SOCIAL SKILL PERFORMANCE (SSSP): RATING FORM

STUDENT'S NAME:_____

RATER'S NAME:_____

SITE/PROGRAM:_____

COMPLETION DATE OF THE SSSP:_____

WORK SUPERVISOR SECTION

The four segments of this part of the rating scale should be completed on the individual student in relation to the way he or she typically interacts with his or her immediate work supervisor, or the work supervisor with whom there is the most interaction. If there are some items that depict behaviors you have not seen the student actually perform, make your best guess in marking the item based on your general awareness of the student's social behavior in the work setting. If there are any questions regarding the scoring of the section, or a particular item, consult the SSSP manual.

Situation-Specific Social Skills - Work Supervisor

Rate each of the following items pertaining to the student's situation-specific social skills when interacting with a work supervisor. You are to judge how effectively or ineffectively the student would behave if he or she were actually in such a situation. Mark the one number (either 5, 4, 3, 2, or 1) on the rating scale to the left side of each item that best describes the student's typical level of response if he or she were confronted with each of the following social situations.

A.4. **Grant was hired to be a mechanic at an automobile repair shop but all he did was clean-up. He went in to work on his birthday hoping that he would get to do mechanical work. Grant was very disappointed when he realized that he wasn't going to be allowed to work on the cars that day.**

Circle the MOST appropriate score on the rating scale.

Effective	5	* Make an appointment with the boss to talk about what you need to do to start working as a mechanic.
	4	* Tell the boss that you are very frustrated about not doing what you were hired to do and ask what you can do about it.
Fair	3	* Ask the boss if you could work on cars since it is your birthday
Ineffective	2	* Do what you're told no matter what, there is nothing you can do to get a different job. * Go to the boss and ask for the day off. * Pretend that you're sick and walk out.
	1	* Start doing the job you want anyway. * Tell the boss that you won't do clean-up anymore. * Pick a fight with the boss or a co-worker over anything. * Quit the job on the spot.

A.5. **Terry brought his radio to listen to at work. The boss told Terry that he couldn't play the radio but Terry wanted to listen to a particular show.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Do what the boss says and put the radio away in your locker so you won't listen to it. * Ask the boss if it's ok to listen to the radio if you use your headphones.
Fair	3	* Ask the boss if you can take a break to listen to the show. * Ask the boss if you can play the radio very softly.
Ineffective	2	* Try to make a deal with the boss to listen to stations s/he likes. * Talk a co-worker into playing the show so you can listen to it. * Act like you didn't hear the boss and play the radio anyway.
	1	* Yell at the boss that listening to the radio won't make any difference to the work. * Threaten to beat up the boss if you can't listen to the show.

A.8. **Sean was working hard at his job. The boss thought Sean was working slowly and told him to speed up. Sean then worked faster, but his work quality was not as good as before. The boss then yelled at Sean for not doing a good job. Sean didn't think he would ever do the job right and became very frustrated.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Tell the boss you are having trouble on your job and need some help to work better.
Fair	3	* Ask a co-worker to help you do the job.
Ineffective	2	* Get angry. * Be sarcastic, ask the boss which way s/he'd rather have the work- slow and done correctly or fast and wrong? * Get angry at the boss and yell that you are doing the best you can.
	1	* Quit the job. * Give up trying and work poorly on purpose. * Pick a fight with a co-worker to make yourself feel better. * Become upset and throw a tantrum.

A.9 **James worked at a restaurant stocking the salad bar. One night he was talking to his co-workers and didn't have time to restock the salad bar before the dinner rush. His boss got mad and yelled that James was going to have to pay attention to his job. James got angry about the comment.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Stop and apologize to the boss for not doing your work.
Fair	3	* Say nothing to the boss and go back to work.
Ineffective	2	* Be sarcastic to the boss, tell him/her that you will do anything to keep your wonderful job. * Don't say anything but let the boss know you are angry by giving him/her dirty looks. * Become physically sick in response to the situation.
	1	* Lie, tell the boss that you were talking to the co-workers about how to do the job. * Lie, tell the boss that you weren't working because the co-workers kept you from the job. * Quit the job, you don't need to take that abuse from the boss. * Get angry at the boss over the comment and yell back. * Destroy parts of the salad bar to show how angry you are.

A.13. **Penny worked as a janitor in an office building. One night the boss told her to clean an office that Penny had just finished because it wasn't cleaned properly. Penny was very tired and did not want to do the job again.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Follow the boss's instructions and do the job over.
Fair	3	* Ask the boss to show you what you did wrong and ask if you can redo only those areas.
Ineffective	2	* Ask the boss if you can do the job another day. * Tell the boss that you are going to need some help to do the job again. * Agree to do the job, but let the boss know you are unhappy about having to do the work over.
	1	* Act like you are trying to do the job, but don't work too hard. * Ask a co-worker to clean the office for you. * Explain to the boss that you are tired and won't do the job over. * Lie to the boss, say that you are too sick to do the job. * Tell the boss that the office is clean enough and doesn't need to be cleaned again. * Quit the job. * Tell the boss you're done working and won't clean the office again.

A.16. **John was told by his boss that he couldn't wear jeans on the job. John didn't think that she had the right to tell him how to dress.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Apologize and promise not to wear jeans again. * Ask the boss in a polite way why you can't wear jeans.
Fair	3	* Try to talk the boss into letting you wear the jeans by explaining that jeans make sense for you to wear to work.
Ineffective	2	* Talk other co-workers into complaining to the boss about the dress code. * Ask another supervisor if your boss has the authority to tell you what to wear. * Have your parents call the boss to talk about the way you should dress for work.
	1	* Swear at the boss and say that s/he doesn't know what today's styles are. * Quit the job on the spot.

A.19. **Tom worked as a stocker in a grocery store. He was sorting cans when his boss told him he was doing the job wrong. Tom got mad and told the boss to do the job himself. The boss got angry and told Tom he was fired. Tom regretted his outburst and didn't want to lose his job.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Apologize to the boss and ask for the job back. * Tell the boss that if you are given your job back, you will be the best worker there ever was.
Fair	3	* Apologize to boss but don't stoop to begging for your job back. * Explain to the boss that you were having a bad day and not in the mood to have someone confront you.
Ineffective	2	* Lie to the boss, make up a story about a terrible personal problem you are having to make him/her feel sorry for you.
	1	* Walk off the job, there is nothing you can do and you won't ever get the job back. * Confront the boss angrily about losing your job.

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A.22. **Dee was hired at a bakery through her school work experience program. One day Dee was working slowly and the boss had to keep on her to work faster. Dee became frustrated and told him "I can't be like other workers, you can't expect the same kind of work from me". The boss told her that, if that's the case, she would have to find other work. Dee regretted the comment because she wanted to keep the job.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Apologize and tell the boss you'll work faster if you can have a second chance.
Fair	3	* Work as hard as you can for the rest of the day so the boss will notice, but don't tell him/her that you want to keep the job.
Ineffective	2	* Have your parents call the boss and talk about the problem. * Tell the boss that no one could do the jobs you were assigned and demand someone to help you or another job. * Complain to your work experience coordinator about your treatment.
	1	* Tell the boss that s/he will have to keep you since you are handicapped. * Quit the job, you don't want to work at a place that would treat you poorly. * Scream at the boss about how unfair s/he is because you have already committed yourself to a fight. * Threaten to hurt yourself if you are fired.

A.23. **Mary's boss corrected her for mistakes in her work. Mary was very concerned and wanted to keep the boss happy. She asked him several times during the day if her work was OK. Finally the boss got angry and said "Mary you're really bothering me!"**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Apologize and explain to the boss that you were just checking to be sure that you did your work correctly.
Fair	3	* Don't say a word to the boss: just go back to work before s/he really gets angry.
Ineffective	2	* Go back to work and let the boss know how upset you are by giving him/her dirty looks. * Become upset and cry to show the boss how sincere you are in working hard. * Become physically sick in response to the comment by the boss.
	1	* Wait till the boss turns around and give him/her the finger. * Complain loudly to your co-workers about the boss. * Get angry at the boss and yell at him/her because you were only trying to do your job properly.

A.27. **Daryl worked as a stocker in a large storehouse. He worked very hard to reorganize the storehouse and had it torn up one day when his boss came in. His boss got angry and demanded to know what he was doing. Daryl was upset because he was trying his best to be a good worker.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Calmly explain to the boss how you are trying to improve the work place. * Apologize for making a mess and ask the boss for advice on getting the place back together.
Fair	3	* Try to avoid getting angry at the boss, telling him/her that you can't talk right now because you're frustrated.
Ineffective	2	* Tell the boss in no uncertain terms that you are angry over being spoken to that way and expect an apology. * Yell at the boss that s/he is being unfair because you are working harder that anyone has a right to expect. * Lie, tell the boss you don't know what is going on because you just walked in.
	1	* Quit the job because you'll never be able to satisfy the boss no matter what you do. * Tell the boss to find someone else to do the job and storm out. * Punch the boss for being inconsiderate.

A.28. Bill's boss told him to do a new job with a special computer program. He worked hard at the task, but it took him longer to complete than he had hoped. The boss was angry at Bill and said that he was just playing around with the assignment on the computer to have fun. This wasn't true, and the accusation hurt Bill's feelings.

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Politely explain to the boss how difficult the task is and how much time it took.
Fair	3	* Tell the boss that the comment has hurt your feelings and you expect an apology.
Ineffective	2 1	* Beg the boss not to think badly of you because of the mistake. * Become upset and cry to show the boss how hurt you are over the comment. * Get frustrated and tell the boss you just can't do that job. * Become physically sick in response to the comment. * Quit the job on the spot. * Yell at the boss for being a stupid jerk.

A.33. Tammy's boss couldn't find his pack of cigarettes. He accused Tammy of taking them. Tammy didn't steal the cigarettes and was angry that the boss had accused her of stealing.

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Calmly explain to the boss that you didn't take the cigarettes.
Fair	3	* Tell the boss to talk to your co-workers because they took the cigarettes. * Tell the boss in no uncertain terms that s/he was wrong in accusing you. * Walk away from the boss to avoid saying something you'll regret.
Ineffective	2 1	* Give the boss the finger when s/he turns away. * Demand that the boss apologize to you in front of all the workers. * Throw a tantrum to really show the boss how angry you are. * Quit, you don't want to work for a jerk like that. * Blow up at the boss.

B.37. **Tina was told to do a new job by her boss. She didn't understand what to do, became confused, and was not sure how to do the job. Tina didn't want to ask for help because she was scared of her boss.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Explain to the boss that you really don't understand the directions and ask for further explanation before you start the job. * Try to do the job for a short time and then ask the boss to check what you have done. * Tell the boss how afraid you are to ask questions of him/her and ask what to do to feel better.
Fair	3	* Ask a co-worker how to do the job. * Try to do the job, but wait until the boss comes back to check on you before you ask for help.
Ineffective	2 1	* Wait by the job until the boss comes back. * Ask a co-worker to do the job for you. * Make up an excuse to tell the boss to get out of asking for help.

B.38. **One day when a co-worker was sick, Sue was assigned a job that she was not trained to do. She tried her best but had a great deal of trouble doing the work. The boss got on her for the problems. Sue got angry because it was her first day on the job and she was just filling in for the other worker.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Apologize to the boss and ask for more directions to do the job better.
Fair	3	* Ask a co-worker for help after the boss leaves.
Ineffective	2	* Ignore the boss and keep trying to do the job. * Apologize to the boss but don't ask for help. * Ask to be moved from the job because you'll never be able to do it right.
	1	* Tell the boss to quit complaining: you're doing the best you can. * Blame the boss for the problem because you didn't receive the proper training for the task. * Lie to the boss, pretend you are sick to get out of the job. * Yell at the boss that it's unfair to expect you to do the job well at first. * Tell the boss to do the job him/herself.

B.39. **Becky worked at a retail store. She was given three directions at the same time by her boss. She was able to remember the first set of directions but forgot the others. She didn't want to appear dumb and didn't want to ask the boss to repeat what she had said.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Explain that you didn't understand the job and ask the boss to write down the directions.
Fair	3	* Try to get a co-worker to help you. * Try to do the job the best way you know how.
Ineffective	2	* Wait until the boss checks on you to ask for help. * Lie, tell the boss you can't do the job because some equipment is broken.
	1	* Complain to the boss that nobody could do the job. * Become frustrated and blow up at the boss when s/he checks on you.

B.40. **Robby was given a set of directions to read but hadn't told the boss that he couldn't read. Robby was embarrassed to admit his problem to the boss but couldn't do the job unless he told.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Tell the boss that you can't read and ask for help to do the job. * Explain to the boss that you can't read and ask to be assigned to another job.
Fair	3	* Ask a co-worker to read the directions to you. * Ask a co-worker to explain to the boss that you can't read.
Ineffective	2	* Pretend that you are sick and leave work. * Try to do the job without reading the directions.
	1	* Lie, tell the boss you forgot your glasses and can't see to read the directions so you need help. * Quit the job, you will never be able to work there because you can't read.

B.42. **Carol was very afraid of doing something wrong at work. She was told to sort some files and worked at the job for several hours. She was concerned that she was doing the job incorrectly but didn't want to ask the boss for fear that she was doing the job wrong.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Explain to the boss that you are not sure if you are doing your job correctly and you would like him/her to check your work before you continue. * Ask another co-worker to check your work to be sure you are working correctly.
Fair	3	* Work very slowly and carefully to be extra sure that you do nothing wrong.
Ineffective	2	* Keep doing the job the way you think is right, and don't ask for help. * Purposely do something wrong to get the boss's attention so s/he will talk to you. * Refuse to do the job and stand doing nothing until s/he recognizes you.
	1	* Become so frustrated that you cry and become upset. * Quit the job rather than risk getting into trouble.

B.43. **Tim worked as a groundskeeper and was told to do a new task. Tim had never been trained to do the new job. His boss seemed too busy to help so Tim did the work the way he thought was right. After Tim finished, the boss told him the job wasn't done the right way and to do it over again. Tim thought this was unfair; that the problem was all the boss' fault.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Apologize to the boss for the problem and politely ask him/her for help so you don't make the same mistakes again.
Fair	3	* Ask a co-worker to help you do the job correctly. * Do the job over again but don't say a word about the fact you're not sure what you are to do.
	2	* Tell the boss in no uncertain terms that the problem was caused his/her lack of training and that you will not do the job over unless you get assistance to do the job correctly * Do the job over again, but let the boss know you are angry by throwing materials around and giving him/her dirty looks.
Ineffective	1	* Ask the boss in a very sarcastic voice if s/he has the time to spare to help you now. * Become very upset over the situation. * Lie to the boss about the mistakes, saying that they were made by another worker * Get mad and yell at the boss that it is unfair to be mad at you. * Refuse to do the job over. It is not your fault mistakes were made in the first place * Quit the job.

B.51. **Kevin needed help to finish a job. He saw the boss walking by and yelled at him to come over and help him out. The boss ignored him because Kevin had not asked for assistance politely.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Apologize to the boss for yelling at him/her. * Find something else to do until the boss comes back, then ask politely for help.
Fair	3	* Write a note to the boss to apologize.
Ineffective	2	* Try to do job yourself, even if you aren't sure how to do it. * Run after the boss and tell him/her in no uncertain terms that you need help right now.
	1	* Let the boss know you are angry at him/her by giving dirty looks. * Quit the job. * Yell to a co-worker that the boss is a jerk for not helping you. * Throw something at the boss to get his/her attention. * Give the boss the finger.

B.57. **Frank worked in a grocery store sorting cans and bottles. After he had been working there for some time and was doing well Frank asked the boss for a change in hours and scheduling. The next day the boss acted like the conversation had never occurred and no changes took place. Frank was very frustrated over the boss's lack of responsiveness to his request.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* File a written request for a change in your work hours and scheduling.
Fair	3	* Go to a co-worker who has been there for a long time and ask for advice on how to handle the situation. * Go back to the boss again and politely ask for the schedule change. * Do not say a word to the boss, s/he has the final authority over you and you should abide by his/her decision.
Ineffective	2 1	* Complain to your co-workers about how unfair the boss is. * Bug the boss about the schedule every time you have a chance. * Complain to the boss's supervisor about the situation. * Sarcastically ask the boss how the new schedule is coming. * Tell the boss that you refuse to do any more work until your schedule is changed. * Blow up at the boss for not listening to you. * Quit the job.

C.61. **Sam's boss told him to stay late at work and help finish a rush job. Sam had made plans to meet some friends and told the boss that he wouldn't stay late. His boss seemed disgusted and told Sam that if he left work his job was going to become very hard.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Call your friends to make other arrangements and then do the best work you can. * Try to negotiate to do the extra work some other time. * Explain to the boss that you have already made plans and don't want to stay.
Fair	3	* Tell the boss that you will stay and help out but tell him/her in no uncertain terms that you never want to be threatened about losing your job again.
Ineffective	2 1	* Stay at work and do what you are told but act like you are really mad at the boss. * Complain to the boss's supervisor about the order to work late. * Go ahead and leave work early; the boss can't make you stay later than the regular time. * Pretend you are sick to get out of work. * Cry and tear at your clothes to show the boss how upset you are over the situation. * Tell the boss to "shove it" and quit.

C.62. **When Frances started her new job, her boss showed her what she was to do. The boss was in a hurry, however, and didn't have the time to make sure Frances understood the directions. As Frances wasn't clear on what to do, she worked very slowly and carefully to make sure she did the job correctly. When the boss came back, he was angry at Frances because she had worked so slowly.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Explain to the boss that you were doing the best you could to avoid making a mistake.
Fair	3	* Take the criticism, but after the boss leaves ask a co-worker for help. * Apologize to the boss, but don't say that you didn't understand the directions.
Ineffective	2 1	* Keep your anger inside you no matter how upset you are. * Tell the boss that the problem is all his/her fault since you didn't get enough help to begin with. * Walk off the job to avoid the boss. * Lie, tell the boss that you just took over from another worker who was the problem. * Become upset and throw a tantrum over the unfair treatment. * Quit the job. * Blow up at the boss and yell at him/her for being unfair

C.65. **Todd was given directions by his boss about how to do a new job. The boss was in a hurry and talked very quickly. Todd got confused and asked his boss the same questions about the job several times. The boss got angry and told Todd to pay attention. This made Todd angry.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Apologize to the boss and explain that you need to have the directions repeated.
Fair	3	* Wait until the boss leaves and ask a co-worker to tell you what to do. * Go to the boss' supervisor and complain about the way you were treated.
Ineffective	2 1	* Just take it, don't say anything to the boss and keep trying to do the job. * Have your parents talk to the boss about the problem. * Walk out, you don't deserve to be treated that way. * Be sarcastic, tell the boss that nobody could understand the directions when s/he talks that fast. * Quit the job.

C.66. **Michelle got a new job as a waitress. After Michelle arrived at work on Friday night the boss told her that she had to help close up the restaurant. Michelle didn't want to help because she had a date but her boss was very insistent that she work late.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Agree to work late and call to reschedule the date.
Fair	3	* Try to negotiate with the boss to close up some other night. * Explain that you can't work late because you already have plans.
Ineffective	2 1	* Agree to work late but let the boss know you are really angry about it and don't expect it to happen again. * Tell the boss that you are new so another worker should close up. * Pretend you are sick to get out of working. * Cry and become upset; it is unfair of the boss to expect you to stay late. * Walk out at the regular time; it is unfair to expect you to stay late. * Quit the job. * Blow up at the boss and threaten him/her if you are made to stay.

C.68. **Pat's boss gave him two different tasks to do. Pat had a hard time deciding which job needed to be completed first and chose to start the job he thought was most important. After awhile the boss checked on him and became angry because she had wanted Pat to start with the other task.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Apologize to the boss and explain what you did and why you chose the other job to do first.
Fair	3	* Wait until the boss leaves and ask some co-workers for help to get caught up. * Be polite and listen, but tell the boss that you'll start the other job just as soon as you finish this one.
Ineffective	2 1	* Just take the abuse from the boss. * Tell the boss in no uncertain terms that the problem is his/her's because you were not given good directions. * Get angry at the boss and yell at him/her since you were just trying the best you could * Ignore the boss and just keeping working on the first job.

C.69. **When David was learning how to cook pizza he received different directions from his shift supervisor and the restaurant manager. He wasn't sure whose directions to follow and was frustrated about what to do.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Go to either the shift supervisor or manager and politely ask what you are supposed to do.
Fair	3	* Wait until the supervisor and the manager walk away and then ask a co-worker what you should do.
Ineffective	2	* Just try to do the job the best you can, whether it is right or wrong. * Wait until the supervisor and the manager are together and give them a hard time for telling you to do different things.
	1	* Just stop; don't do any work until someone comes to check on you. * Become upset and cry because you don't know what to do. * Walk out and quit the job.

C.82. **Cathy worked in a factory bending wire pins. She understood what to do when first shown the job by her boss but has problems when she started doing the work. Cathy tried to hide the pins from her boss because she was afraid to tell him she was having trouble. When the boss checked on Cathy he became very angry with her over the mistakes.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Apologize to the boss for the errors and ask for help to correct the mistakes.
Fair	3	* Explain calmly to the boss how hard the job is; there is just no reason for him/her to be mad at you. * Do not say a word to the boss, s/he can talk to you anyway s/he sees fit.
Ineffective	2	* Tell the boss quietly but in no uncertain terms that s/he can't talk to you that way. * Complain to the boss' supervisor about the way you were treated. * Tell the boss that s/he did a rotten job of training you.
	1	* Break down and cry. * Lie, tell the boss that someone else made the mistakes. * Quit on the spot if you are going to be treated that way. * Blow up and threaten the boss, there is absolutely no reason for him/her to talk to you that way.

D.90. **Joe was offered a new job that started right away. He went to his boss and told his him the next day would be his last. Joe's boss got mad at him and said that Joe had to give at least 14 days notice before he could leave the job.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Try to negotiate an arrangement where you do both jobs for a period of time. * Call your new boss and negotiate starting the job in two weeks.
Fair	3	* Plead with your current boss to let you start the new job.
Ineffective	2	* Tell your current boss that it is too bad you can't give 14 days notice and walk out. * Call the new boss and tell him/her you can't take the job.
	1	* Agree with your current boss but leave the office and start the new job anyway without further discussions. * Become physically sick because you will not be able to start the new job. * Threaten to get even with your current boss if s/he won't let you take the new job.

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D.93. **When Tony quit his job, his boss gave him a paycheck that was half of the amount he should have earned. Tony thought that he was being taken advantage of by the boss and was angry.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Go in and talk to the boss about the problem in a calm manner to try to reach an acceptable solution.
Fair	3	* Have your parents talk to the boss about the problem.
Ineffective	2	* Talk to your old co-workers about what a jerk the boss is. * Bitch, yell, and complain to the boss about the situation. * Feel awful because you have been taken for the money.
	1	* Forget about the money because there is nothing you can do to get it back. * Steal the amount of money you're owed. * Threaten to hurt the boss if you don't get the money.

D.94. **Rod worked at a restaurant. He did not like the job and wanted to quit. However, Rod didn't know how to quit and was afraid to talk to his boss about leaving.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Get your courage up and politely talk to the boss about quitting.
Fair	3	* Write the boss a note saying you are quitting. * Call the boss on the phone to tell him/her you are quitting.
Ineffective	2	* Ask your parents to talk to the boss about your quitting. * Tell one of your co-workers you are quitting and ask him/her to tell the boss as well.
	1	* Do not talk to the boss so you will have to stay at the job. * Just stop coming to work and don't say a word to anyone about your decision. * Look for some way to get fired so you won't have to talk to the boss about quitting. * Pretend you are sick for several days and the boss will forget about you.

D.95. **Mike completed an assignment at work and thought that he had done it correctly. The boss checked his work and told Mike that there were many mistakes. The boss told Mike he would have to do it all over again. Mike became frustrated and wanted to quit the job.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Talk politely with the boss about how frustrated you are with the job and what you can do to improve the situation.
Fair	3	* Do not say a word to the boss; just keep your feelings inside and do the job over.
Ineffective	2	* Wait till the boss leaves and talk to a co-worker about how angry you are. * Walk away from the boss and act in a disgusted angry manner. * Tell a co-worker to do the job for you. * Get a headache and become sick to your stomach.
	1	* Quit the job. * Walk off the job for the day. * Be sarcastic, tell the boss to do the job him/herself. * Blow up at the boss for the way you are being treated.

D.98. **Mark was scheduled to work in the afternoons. However, he could see his girlfriend only in the afternoons and really wanted to see her everyday.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Tell your girlfriend you will have to arrange other times to go out.
Fair	3	* Ask the boss to rearrange your schedule to have the afternoons off.
Ineffective	2 1	* Go to the boss and ask if your girlfriend can be hired so you can see each other. * Break up with your girlfriend since you won't be able to see her anyway. * Have your girlfriend come to see you at work. * Quit the job so you can see your girlfriend. * Skip work to be with her.

E.107. **Beth wanted to take time off from work to get her hair cut. She tried to talk to her boss about taking the afternoon off but the boss told Beth that she'd have to get her hair cut on her own time. Beth was to go to a dance that night and wanted to look her best. However, she didn't want to make the boss mad by leaving work.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Reschedule the hair appointment after work. * Apologize, explain to the boss that you were too involved with the dance and that you will work as scheduled.
Fair	3	* Work as scheduled and don't get your hair cut. * Try to negotiate the time off by offering to work another time.
Ineffective	2 1	* Comply with the boss' wishes but let him/her know you are angry through your actions and dirty looks. * Sulk, cry and be depressed if you can't get your haircut. * Pretend you are sick and leave work. * Quit the job because how you look for the dance is the most important thing. * Do not pay any attention to what the boss says; just go to the appointment as you planned. * Get angry at the boss and threaten him/her if you can't go.

E.108. **Paul worked part-time and went to school full-time. He wanted to take time off work for spring vacation, but his boss told him he would be fired if he took the time off. Paul was angry because he felt that his boss owed him the time off and he would really miss the vacation time with his friends.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Explain the situation to the boss and apologize for any misunderstandings. * Try to talk the boss into letting you have two or three days off instead of the entire vacation.
Fair	3	* Miss the vacation because there is nothing else you can do.
Ineffective	2 1	* Try to trade work days with a co-worker and go anyway. * Ask your parents to talk to the boss about your vacation. * Accept the boss's decision but let him/her know that you are angry by giving dirty looks and throwing materials around. * Lie, when the time comes just call in sick. * Tell the boss you will quit unless you can have the time off. * Get angry and yell at the boss for treating you unfairly. * Just take the time off anyway without talking to the boss. * Try to get fired so you will have the time off.

E.109. **Craig's family was going on vacation, so his mother called in to tell the boss. When Craig returned to work he was fired. His boss said, "I don't care that you went with your parents, you were supposed to be working." Craig became angry.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Stay calm and apologize. Explain the situation to the boss and that you thought it was all right to go on vacation.
Fair	3	* Plead with the boss to give you the job back. * Ask your parents to call and talk to the boss about the situation.
Ineffective	2	* Accept the fact you are fired and walk away from the boss without saying a word. * Go to the manager of the business to get after the boss about the decision.
	1	* Become upset, cry, and tear at yourself to demonstrate how hurt you are. * Get angry and cuss at the boss.

E.111. **Kevin went to school and worked at a cafeteria as a bus boy. He didn't think he had to work over the school's Christmas break and was ready for a vacation. Before the break started, Kevin found out that he was supposed to work anyway.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Try to negotiate with the boss so you can at least get some time off.
Fair	3	* Work as scheduled because there is nothing you can do to change the situation.
Ineffective	2	* Go to work, but let the boss know you are unhappy by acting cold and nasty toward him/her. * Get a co-worker to work for you during vacation without getting permission from the boss.
	1	* Lie to the boss, make up a story about being unable to work over vacation. * Tell the boss that you are taking the time off no matter what. * Take the time off without talking to the boss. * Quit the job. * Try to get fired so you will have free time.

E.112. **Jim had a flat tire on the way to work but there was no phone around to call in to say he would be late. Jim finally arrived at work 30 minutes late and his boss was very upset that he hadn t called in. When Jim tried to explain what had happened the boss said he didn't believe Jim's story.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Let the boss calm down and then politely talk to him/her about the problem.
Fair	3	* Demand that the boss go to see the flat tire in the trunk of your car so s/he will see that you aren't lying.
Ineffective	2	* Just walk away and don't try to convince the boss you aren't lying. * Have a co-worker go to the boss and tell your side of the story. * Apologize and walk away, but let the boss know you are angry about being treated unfairly by giving him/her dirty looks.
	1	* Become upset and cry over the interaction with the boss. * Yell at the boss for not believing you when you are telling the truth. * Laugh at the boss and walk away talking about him/her under your breath. * Quit the job on the spot if you are going to be treated that way.

E.114. **Frank was sick and tried to call his boss to tell him that he wouldn't be coming to work. The boss never returned Frank's call.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Keep trying to call the boss to let him/her know you are sick.
Fair	3	* Try to call the boss' supervisor and have him/her give the message to the boss.
Ineffective	2	* Call a co-worker and have him/her tell the boss you are sick. * Ask a friend to drive to work and tell the boss you are sick.
	1	* Drive to work to tell the boss in person that you are sick. * Go into work whether you are sick or not. * Call back and scream at the secretary that it is vitally important that you talk to the boss.

E.119. **Ron was making french fries in a restaurant. He ran out of fries and couldn't keep up with the workers who were filling the other orders. His boss got mad and yelled at Ron to work faster or he would lose his job.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Stop and explain to boss that the reason you are behind is because you ran out of fries. * Keep working and explain the problem to the boss after the shift.
Fair	3	* Do the best you can without saying anything about the problem to the boss or your co-workers.
Ineffective	2	* Be very hurt and sad by the way the boss talked to you. * Yell back at the boss that you are working as fast as you can.
	1	* Quit the job if you are going to be treated that way. * Cuss at the boss and stomp off the job.

E.121. **Michelle was working at a concession stand at a fair. The stand was very busy and overwhelmed with customers. The boss yelled at Michelle to hurry up. However the boss did not yell at any of the other workers. Michelle thought she was being singled out for unfair treatment because she was the youngest worker.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Wait until after work and talk to the boss politely about the situation and why you think you are being singled out.
Fair	3	* Go back to work without saying a word about your feelings. * Immediately tell the boss that you feel singled out for unfair treatment because you are the youngest worker.
Ineffective	2	* Threaten to quit if the boss ever treats you like that again. * Become sad and cry over the treatment.
	1	* Let the boss know you are angry by making faces at him/her and throwing equipment around. * Quit the job on the spot.

E.123. **Keith was hired at Dairy Queen as a cook. His boss got mad at Keith because he didn't work as fast as the cook he had replaced. Keith was doing the best he could and thought it was unfair to expect him to catch on to the job so quickly.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Wait until there is a break, apologize, and tell the boss you are doing the best you can. * Try to find out if you can do anything differently that will improve your work.
Fair	3	* Stop work immediately after the comment, apologize, and tell the boss you are doing the best you can.
Ineffective	2	* Do not say anything to the boss, just keep your anger inside you. * Tell the boss to get off your back because you are doing the best you can. * Cry and become very upset because you will never be a good worker.
	1	* Quit the job. * Threaten to beat up the boss if s/he ever talks to you that way again.

E.125. **Peter worked outside painting houses for a contractor. One day he got very hot and tired and couldn't work as fast as his co-workers so his boss yelled at him to "hurry up." The yelling made Peter nervous and made him work even slower. The boss became even more upset and kept yelling at Peter which made the situation worse.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Wait until there is a break, apologize to the boss, and explain that you are not feeling well.
Fair	3	* Stop work right away and explain to the boss that you are not feeling well and need to stop work.
Ineffective	2	* Just keep trying to work as good as you can but don't say anything to the boss. * Tell the boss that you need a break but don't explain why. * Become very sad and frustrated. * Tell the boss that if s/he wants you to work faster s/he should get off your back. * Become physically ill over the treatment.
	1	* Quit on the spot. * Yell back at the boss for picking on you.

F.127. **Sean was unhappy at work because it seemed that his boss always assigned him the worst jobs. He thought he was getting picked on because he was the youngest worker. The next time it happened Sean became very angry.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Make an appointment to talk honestly and politely with the boss about your feelings.
Fair	3	* Stop the boss in the middle of work to talk about your feelings.
Ineffective	2	* Just keep your feelings bottled up and keep doing the rotten jobs. * Tell the boss that you will quit unless his/her attitude toward you changes. * Try to get fired to get out of the situation.
	1	* Refuse to do any more work until the boss apologizes for the treatment you've received. * Quit the job. * Throw a tantrum to get out of the job.

F.128. **Henry tried to ask his boss questions about how to do his job. The boss was in a hurry and rattled off an answer Henry didn't understand. The boss then left without being sure Henry knew what to do. Henry felt like his boss just wasn't listening to him and was very frustrated.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Wait until there is a break and politely ask the boss to give you some help on the job. * Quickly stop the boss and tell him/her that you didn't understand those directions and you need to be told again slowly if the job is to be done properly.
Fair	3	* Wait until the boss leaves and ask a co-worker for help.
Ineffective	2 1	* Do not ask the boss or anyone else for help, just try to do the job the best you can. * Refuse to do anything until the boss comes back and gives you proper instructions. * Wait until the boss is walking away begin to yell what a bad boss s/he is.

F.129. **Ted worked at a department store after school and was having a lot of trouble scheduling time to study for his final exams. Ted asked his boss if he could leave early every day for one week to study for his tests. The boss told him he couldn't leave early and still keep his job. Ted became angry thinking that the boss's decision was unfair.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Go back to talk to the boss about the situation again. Politely try to negotiate making the hours up on other days.
Fair	3	* Study around your work schedule because there is nothing you can do to change the boss' mind.
Ineffective	2 1	* Trade schedules with a co-worker without getting permission from the boss. * Call in sick to get the time off. * Try to get fired so you can have the time off. * Scream at the boss over the decision. * Leave work early anyway. * Quit the job.

F.134. **Cathy would sometimes have problems with co-workers who would get on her case about how slowly she did her job. Cathy asked her boss to tell the workers to stop but he said that it was her problem to deal with.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Go to the workers and politely ask them to stop making fun of you.
Fair	3	* Go to the boss' supervisor, explain the situation, and ask for something to be done.
Ineffective	2 1	* Go back to the boss and demand that s/he do something about the situation. * Lie, go to the workers and tell them that the boss told you to tell them to stop the comments. * Accept their abuse because they won't stop no matter what you do. * Break down and cry in front of the boss to get him to do something about the workers. * Throw a fit you let the workers know how upset you are over the treatment.

F.137. **When Jim was hired, he was promised that he could work on several different jobs at the factory. However, Jim's boss kept him on one job and didn't move him to others as promised. Jim wanted to stay working at the factory but didn't know what to do about the problem and didn't want to keep doing the same job.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Ask the boss politely if you can work at different jobs like you were told when you were hired.
Fair	3	* Just keep trying to work as good as you can and hope that someone notices you sometime.
Ineffective	2	* Talk to boss' supervisor about changing the work assignment. * Confront the boss and demand that you be allowed to work on different jobs since that is what you were promised. * Have your parents talk to the boss about the situation. * Become sad and despondent over the situation.
	1	* Let the boss know you are upset over the situation by giving him/her dirty looks and throwing work materials around. * Do not talk to the boss about the problem. Instead you should do poorly on the job so you will be moved. * Destroy some of the boss's belongings to get even.

I.168. **Jerome was upset about a fight he had with his parents. He went to work but acted sad. Jerome's boss came up to him and asked him what was wrong but Jerome wasn't sure if he should talk about the problem.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Thank the boss for the concern. Let the boss know that something happened at home but that you'd rather not talk about it. * Go ahead and talk briefly to the boss about the problem.
Fair	3	* Don't say anything about the problem, keep your feelings inside and concentrate on your job.
Ineffective	2	* Call your parents from work to talk about the problem.
	1	* Tell the boss it's none of his business. * Breakdown and cry because you are so confused and upset.

M.208. **Bruce wanted to get out of doing some work and told the boss that he had almost finished his job and asked for a break. Later his boss found out Bruce hadn't even started to do the job and was quite angry at Bruce.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Admit that you had lied and say it won't happen again.
Fair	3	* Tell the boss that you really needed a break and try to negotiate making up the time.
Ineffective	2	* Ignore the boss and go back to work. * Lie, tell the boss you did the job but that someone else did the job over after you finished.
	1	* Be sarcastic, tell the boss how sorry you are in an insincere fashion. * Quit the job before you get fired. * Yell back at the boss. * Ask what you gonna do, fire me?

M.210. **Fred was supposed to put his tools away when he finished his job. However, one day he did not and when he came to work the next day his boss demanded to know if Fred had left the tools out. Fred really didn't want to lose his job.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Admit that you made a mistake and say that it won't happen again.
Fair	3	* Take the boss to lunch to let him know that you are sorry.
Ineffective	2	* Have your parents go to the boss to make sure you don't lose your job. * Lie, tell the boss that you had put the tools away and that someone else must have taken them out.
	1	* Become so worried about the situation that you become sick to your stomach. * Lie and act confused, say that you did it but you don't understand what the big deal is. * Scream at the boss to get off of your back. * Stand up and punch the boss in the face.

Social Skill Mechanics - Work Supervisor

Rate each of the following items pertaining to social skill mechanics typically employed by the student when interacting with his or her work supervisor. Mark only one number (either 5, 4, 3, 2, or 1) for each of the items that best describes the student's level of proficiency in that skill.

1. How well does the student use arm or hand gestures to illustrate or emphasize a particular aspect(s) of social interactions with the work supervisor?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

2. How well does the student limit small hand movements that are unrelated to conversations with the work supervisor (e.g., twirling hair, scratching)?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

3. How well does the student limit large movements of the arms, legs and body to avoid changing bodily postures in social interactions with the work supervisor?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

4. How well does the student use smiling in social interactions with the work supervisor (e.g., the smiles are made at appropriate times and in a pleasing manner)?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

5. How well does the student use appropriate head movements to confirm or disagree with a point of conversation, or to emphasize a particular aspect(s) of a social interaction with the work supervisor?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

6. How well does the student maintain eye contact in social interactions with the work supervisor (e.g., doesn't look away or try to "stare down")?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

7. How well does the student limit stuttering and stammering in interactions with the work supervisor?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

8. How well does the student give verbal affirmations (e.g., I see, OK, uh huh), providing feedback that he or she is attending to the work supervisor's comments?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

9. How well does the student time his or her comments to avoid interrupting the work supervisor?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

10. How well does the student time his or her response to avoid letting too long a period lapse from when a comment is made by the work supervisor to the response?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

11. How well does the student initiate conversations or ask questions of the work supervisor?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

12. How well does the student respond to questions and inquiries of the work supervisor?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

13. How well does the student modulate the tone of his or her voice in interactions with the work supervisor?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

14. How well does the student control the volume of his or her voice in interactions with the work supervisor?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

15. How well does the keep proper physical distances in social interactions with the work supervisor (e.g., the student does not enter too closely into the work supervisor's "personal space")?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

16. How well does the student dress so as not to detract from social interactions with the work supervisor?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

17. How well does the student maintain personal hygiene (e.g., bad breath) that could detract from the quality of social interactions?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

Adaptive Social Traits - Work Supervisor

Rate each of the following items pertaining to the student's general behavior in relating to his or her work supervisor. Mark the number (5,4,3,2, or 1) that best describes your perceptions of how the student typically relates to the work supervisor.

1. How well does the student respond when criticized or corrected by the work supervisor for making a mistake on his or her work?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

2. How well does the student respond when criticized or corrected by the work supervisor for mistakes that are not the student's fault?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

3. How well does the student approach the work supervisor to ask for clarification in completing a new job?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

4. How well does the student approach the work supervisor for assistance after encountering problems in his or her job?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

5. How well is the student able to understand directions given by the work supervisor?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

6. How well does the student respond when ordered to change jobs?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

7. How well does the student respond when asked to work overtime or beyond regularly scheduled work hours?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

8. How well does the student respond when rebuffed or slighted by the work supervisor when asking for assistance on a job?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

9. How well does the student talk to his or her work supervisor about job frustrations or problems?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

10. How well does the student go about asking the work supervisor for time off from work?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

11. How well does the student respond if the work supervisor does not allow him or her to take time off of work?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

12. How well does the student discuss problems with the work supervisor regarding his or her work schedule?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

13. How well does the student go about talking to the work supervisor about quitting the job?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

14. How well is the student able to ask for assistance if problems are encountered with work materials or tools?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

15. How well does the student respond to inquiries the work supervisor may make about his or her personal problems or life?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

16. How well does the student respond to changes in supervision (e.g., the usual work supervisor is replaced with a new staff person)?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

17. How well does the student offer compliments to the work supervisor in interactions?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

18. How well does the student respond if an initial solution to a social interaction problem with the work supervisor does not work out?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

19. How well does the student negotiate with the work supervisor to revise or change work tasks?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

20. How well does the student use correct job-related terms when discussing work issues with the work supervisor?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

Maladaptive Social Traits - Work Supervisor

Rate the following maladaptive behaviors toward the work supervisor in terms of their frequency of occurrence. Mark the one number (5,4,3,2, or 1) that best describes the student's typical behavior.

1. The student exhibits physically aggressive behavior toward the work supervisor.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

2. The student exhibits verbally aggressive behavior toward the work supervisor.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

3. The student pouts or cries when interacting with the work supervisor.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

4. The student becomes anxious, withdrawn or sad when interacting with the work supervisor.

Never	Somewhat Infrequently	Somewhat Infrequently	Frequently	Frequently
5	4	3	2	1

5. The student uses drugs around the work supervisor or in the work place.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

6. The student destroys the work supervisor's personal property.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

7. The student destroys equipment or materials that belong to his or her place of employment.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

8. The student steals the work supervisor's personal property.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

9. The student steals materials or money that belongs to his or her place of employment.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

10. The student lies to the work supervisor regarding work tasks.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

11. The student makes inappropriate sexual comments or advances to the work supervisor.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

12. The student masturbates in front of the work supervisor or in the work place.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

13. The student has difficulty controlling his or her bad moods in front of the work supervisor.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

14. The student displays bizarre, inappropriate behaviors (e.g., wild singing or body movements).

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

15. The student uses profanity when interacting with the work supervisor.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

CO-WORKER SECTION

The four segments of this part of the rating scale should be completed on the individual student in relation to the way he or she typically interacts with his or her co-workers in the work place. If there are some items that depict behaviors or situations you have not seen the individual actually perform, you should make the best guess in marking the item based on your general awareness of the student's social behavior in the work setting. If there are any questions regarding the scoring of the section, or a particular item, consult the SSSP manual.

Situation-Specific Social Skills - Co-worker

Rate each of the following items pertaining to the student's situation-specific social skills when interacting with his or her co-workers in the work setting. You are to judge how effectively or ineffectively the student would behave if he or she were actually in such a situation. Mark the one number (either 5, 4, 3, 2, or 1) on the rating scale to the left of each item that best describes the student's typical level of response if he or she were confronted with each of the following social situations.

C.64. **Sharon was working as a janitor trainee with a regular janitor. He would tell her what to do and Sharon ended up doing most of the jobs. The janitor did very little, saying he was supervising her training. Sharon thought this was unfair.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Confront the janitor about the situation and demand that he do his share of the work.
Fair	3	* Go to the boss and ask to be transferred to work with another janitor. * Go directly to the boss and complain about the janitor.
Ineffective	2 1	* Just do the work and keep your anger bottled up inside you. * Complain to your co-workers about the situation. * Ignore the janitor and give him dirty looks to let him know that you do not like being taken advantage of. * Get mad and yell at the janitor for not doing his share of the work. * Quit the job, nothing will change anyway. * Ask a co-worker to threaten to beat up the janitor if the situation continues.

G.142. **Steve worked as a stockboy on the late shift at a grocery store. After the boss would leave for the evening, Steve's co-worker would tell him to stay late to finish the job and the co-worker would leave early. Steve knew that the co-worker was taking advantage of him but didn't know what to do because the co-worker had threatened to beat him up if Steve told the boss what was going on.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Go see the boss privately to discuss the situation. * Calmly and firmly tell the co-worker that you will not stay late any more.
Fair	3	* Decide that the next time the problem occurs you will just leave work at the usual time. * Write an anonymous note to the boss about the situation. * Ask your parents to call the boss and talk to him about the situation.
Ineffective	2 1	* Lie to the co-worker, say that your parents are going to start picking you up after work at the exact time you are to be done. * Become stressed out over the situation and become sick. * Threaten to have the co-worker taken care of if s/he makes you stay late again. * Quit the job, there is nothing you can do about the situation.

G.143. **Greg was loading logs with a co-worker. The other worker got tired and decided to take a break. Greg was worried that the boss would see them and he'd get in trouble.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Tell the co-worker that s/he will have to wait until the regular break time to stop and rest or you will both get into trouble.
Fair	3	* Tell the co-worker that unless s/he gets working you will go to the boss. * Keep trying to lift the logs by yourself so if the boss stops by you will not get into trouble.
	2	* Tell the boss that the co-worker is lazy and is not working. * Take a break as well because there is nothing you can do about the situation.
Ineffective	1	* Become very nervous and agitated about the situation but don't do anything about it. * Threaten to beat up the co-worker if s/he doesn't start to help you out.

G.145. **Abe worked stocking the salad bar at a restaurant. Abe looked back as he filled the containers on the salad bar and saw a co-worker redoing the work Abe had just completed. Abe got mad because the co-worker didn't think he could do the job properly.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Politely ask the co-worker if you really do need help doing the job. * Politely tell the co-worker that you don't need help to do your job.
Fair	3	* Ignore the co-worker and work as hard as you can to do a good job. * Apologize to co-worker for him/her having to do your job.
	2	
Ineffective	1	* Go to the boss and demand to know why the co-worker was doing your job. * Stop doing the job if s/he is going to do it for you. * Yell at the co-worker to do his/her own job. * Cry because you are not trusted to do your job.

G.147. **Sally was working on an assembly job. While she was bending over a male co-worker grabbed her hair to get her attention. This surprised Sally and made her mad.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Tell the co-worker to never touch you like that again. * Politely ask the co-worker to apologize to you for his behavior.
Fair	3	* Go and tell the boss that the co-worker grabbed you.
Ineffective	2	* Tell the co-worker to get his dirty hands off of you. * Just ignore the co-worker because he didn't mean anything by the comment. * Tell the worker you are going to have your boyfriend beat him up.
	1	* Slap him. * Pull his hair back to show him how it feels. * Come on to the co-worker in the hope the attention will get him to stop.

G.148. **Jamie started to hang around a male co-worker. She came on strong, wanting him to start dating her, but he refused to be around Jamie. Because of the rejection Jamie was uncomfortable around him and at work.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Go and apologize to the co-worker for your earlier behavior. * Try to date someone else because there is no hope with the co-worker.
Fair	3	* Write a note to the co-worker about your feelings. * Tell the boss that you need to be reassigned from your job. * Accept that there is nothing you can do and that you will have to feel uneasy and funny the rest of the time you work together.
Ineffective	2 1	* Talk to the boss about the situation and ask if s/he could talk to the co-worker for you. * Try to pick a fight with the co-worker to get the problem out into the open. * Start a rumor about the co-worker so he will come to see you about it. * Quit the job because you are always going to be embarrassed around the co-worker.

H.158. **Tina worked with a co-worker who continually made fun of her and called her names. Tina tried to ignore the worker at first but finally had had enough. She told the co-worker to please stop. The co-worker laughed and said, "I won't stop, you're too much fun to give shit to."**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Ignore the worker because she just wants to get you upset. * Tell the worker that you will go to the boss with the problem if she keeps teasing you.
Fair	3	* Go to the boss and ask him/her to do something about the problem.
Ineffective	2 1	* Go to the boss and threaten to quit unless the worker stops making fun of you. * Become upset and plead with the worker to leave you alone. * Tell her if that's the way she wants it you will start making fun of her. * Accept that there is nothing you can do and become very sad because the lady is going to make your working life miserable. * Have your parents talk to the worker about the problem. * Threaten to beat up the worker if she keeps making fun of you.

H.164. **One of Ted's co-workers heard rumors about Ted and passed the rumors on to other co-workers. Ted became very angry at the co-worker and wanted him to stop spreading the rumors.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Go to the co-worker and privately ask him to stop.
Fair	3	* Joke with the workers about the rumors to make light of them. * Confront the co-worker in front of the other workers and tell him to stop.
Ineffective	2 1	* Ask your boss to tell the co-worker to stop. * Yell at the worker for spreading rumors about you. * To get even spread rumors about the co-worker. * Throw a fit in front of the co-worker to let him know how upset you are. * Sabotage the worker's job so he will get into trouble. * Beat the co-worker up.

H.165. **Ned was joking and having a good time with a co-worker during a slow period at the restaurant. However, when the lunch rush started he kept teasing the co-worker and seemed unaware of the amount of work they had to do. The co-worker turned to Ned and said, "Why the hell don't you grow up?" Ned felt bad about the comment.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Go to the co-worker and apologize for your behavior.
Fair	3	* Act surprised and ask the co-worker what is wrong with him/her?
Ineffective	2	* Don't say a word to the co-worker and go back to work. You will just have to feel bad about the situation. * Let the co-worker know you are angry by giving him/her dirty looks and acting annoyed.
	1	* Tell the co-worker that if that's the way it is s/he is no longer your friend. * Breakdown and cry because of the worker's comment. * Yell at the co-worker for starting the incident. * Punch the co-worker.

I.169. **Charles' mother decided to leave town and told Charles that he was to go live with his father. Charles was very upset about the move and tried to talk to a friend at work about the problem. The friend was in a hurry and couldn't talk to Charles which upset him even more.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Ask your friend if you can talk later about the problem.
Fair	3	* Go to your boss to talk about the problem.
Ineffective	2	* Call your mom from work to talk about the problem. * Try to find another worker right away to talk to about the problem.
	1	* Accept that there is nothing you can do no matter how bad you feel. * Get mad and yell at your friend for not listening. * Sit and cry because no one will help you. * Quit the job because no one cares about you at work.

J.175. **Fred had a bad reputation at work because it was known he had been in trouble with the law. As a result, the co-workers tried to avoid him and refused to associate with him. Fred felt badly about the treatment.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Try your best to be nice to the workers and don't talk about the rumors.
Fair	3	* Talk to the boss about the problem. * Call a meeting of the workers to talk with them about your past. * Ask the boss to talk to the workers about the problem.
Ineffective	2	* Just stay away from the workers and don't associate with them in any way. * Tell the boss you will quit unless something is done about the workers' comments.
	1	* Become extremely sad because the workers hate you. * Get angry and yell at the workers for being narrow minded. * Quit the job and find another. * Get back at the workers by destroying their belongings.

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J.178. **Bill was new at a job and tried to make friends with one of the co-workers. Bill introduced himself to the co-worker and tried to talk to him. However, the co-worker refused to be nice to Bill saying "I don't want to hang around with someone from the school work program". Bill felt that the co-worker was unfair and was hurt by the comment.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Tell the co-worker you were hurt by the comment.
Fair	3	* Ignore the co-worker and walk away no matter how bad you feel. * Talk to the boss about the problem.
Ineffective	2 1	* Ask the boss to take care of the situation. * Accept that all the co-workers think you are different so you shouldn't talk to anyone at work. * Tell the co-worker to shut up. * Get back at the co-worker by starting a rumor about him/her. * Yell at the co-worker for making you feel bad.

J.179. **One of Rob's co-workers used drugs regularly on the job. The co-worker asked Rob to take drugs with him one day. Rob didn't want to take the drugs because he thought he would get in trouble. However, he wanted to have at least one friend at work and thought the co-worker would like him if they did something together.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Tell the co-worker that you want to be his friend but you won't do drugs.
Fair	3	* Tell the co-worker you won't have anything to do with him as long as s/he does drugs. * Avoid the co-worker so you won't be put in a difficult situation regarding the drugs. * Tell the co-worker that you are going to tell the boss about the drugs if s/he doesn't stop.
Ineffective	2 1	* Go right to the boss and tell him about the situation. * Wrote a note to the boss explaining the problem. * Report the co-worker to the police for doing drugs. * Stall for time, tell the co-worker that you are sick and can't take the drugs just then. * Do the drugs.

J.181. **Sherry became friends with a co-worker who was abusive to the boss. Sherry wanted her friend to like her and the friend encouraged Sherry to talk back to the boss as well.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Tell your friend that you will not be abusive to the boss just because s/he wants you to.
Fair	3	* Try to talk your friend into being friendly to the boss. * Tell your friend that if s/he acts that way to the boss you will not have anything to do with him/her.
Ineffective	2 1	* Threaten to tell the boss about the plan unless your friend changes his/her mind. * Avoid your friend so you will not have to deal with the situation. * Tell the boss what your friend wants you to do. * Write a letter to the boss to explain the problem. * Set up your friend so she will be abusive to the boss and then turn on her to get her in trouble. * Do what your friend says and be abusive to the boss.

J.182. **Stan tried to make friends with several co-workers. However, none of the co-workers were going to school and all of Stan's comments related to what he did in classes. The co-workers didn't have anything to say to him and wouldn't interact with him.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Try to talk about subjects that would be more important to the co-workers.
Fair	3	* Try to get advice from the boss about how to approach the co-workers. * Confront the workers about why they won't talk to you.
Ineffective	2	* Understand that the co-workers are jerks, walk away and leave them alone. * Complain to the boss about the situation. * Have your parents come to work to talk to the co-workers for you. * Get mad and yell at the co-workers.
	1	* Quit the job. * Throw a tantrum to get the workers to talk to you. * Get even with the workers by destroying some of their things.

K.189. **Tom's co-workers regularly gave him a hard time about his work and the fact that Tom was from the school. The teasing at first made Tom feel bad but, as time went by, it made him very angry.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Go to the boss and ask for advice on how to handle the problem. * Call a meeting of the co-workers and ask them to stop teasing you.
Fair	3	* Go to the boss and request a transfer to another work area.
Ineffective	2	* Ignore the teasing because there is nothing you can do about it anyway. * Go to the boss and demand that the boss take care of the problem. * Ask your parents to talk to the workers about the problem. * Cry to show the workers how much you have been hurt by the teasing.
	1	* Become angry and scream at the workers. * Quit the job because you will never be able to stop the teasing. * Beat up the biggest worker to show them all that you are no one to mess with. * Destroy some of the workers belongings to get even.

K.191. **Carol worked on a factory production line finishing the assembly of a product. The workers ahead of her worked very slowly and would talk constantly. Carol was afraid that their behavior would make her look bad but she didn't know what to say to make her co-workers work harder.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Politely ask the workers to work faster.
Fair	3	* Go to the boss and ask to be moved to a different job because of the co-workers.
Ineffective	2	* Don't say a word to the workers about the problem; it would just make them angry. * Tell the workers to speed up because they are making you look bad. * Go to the boss and demand that something be done about the co-workers rotten work. * Do the co-workers' jobs at the break so you will be able to do yours when the break is over.
	1	* Yell at the workers to get their asses in gear and work. * Start to goof off with the co-workers and don't do your own work. * Threaten to get the co-workers if they don't shape up.

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K.192. **Charles was to work with a co-worker to clean out sawdust from a machine. They worked for 5 minutes and then the co-worker took a long break leaving Charles to do the work alone. Charles was mad because he got stuck doing the job.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Stop and tell the co-worker that you have done your share and s/he can do the rest.
Fair	3	* Tell the co-worker that you will go to the boss unless s/he does his/her share.
Ineffective	2	* Go to the boss and ask to be transferred so you don't have to work with the co-worker. * Try to do the whole job yourself. * Do what you think is fair and walk away without saying a word about the job to the co-worker.
	1	* Go to the boss and demand that something be done about the co-worker. * Yell at the co-worker to get off his ass. * Become angry and stomp away from the work area. * Stop and goof off too. * Threaten to beat up the co-worker unless s/he helps out.

K.193. **Joan didn't smoke and hated to be around people who did. A number of her co-workers smoked at break and would blow smoke at Joan. She asked the workers to go elsewhere to smoke but they said "This is a public place, we have every right to smoke here."**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Just leave the break area.
Fair	3	* Talk with the boss about making the break area nonsmoking.
Ineffective	2	* Go to the boss about how to get the workers to stop bothering you. * Ask the boss to tell the workers to stop smoking. * Yell at the co-workers for being inconsiderate.
	1	* Make yourself throw up in the breakroom to get them to stop. * Start smoking too. * Threaten to punch the next person who blows smoke on you.

K.194. **Tim's co-worker wanted a cigarette and demanded that Tim give him one. Tim didn't want to share his cigarettes because the co-worker didn't ask him politely.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Tell the worker you will share but only if you are asked politely.
Fair	3	* Ignore the comment and give the co-worker a cigarette.
Ineffective	2	* Tell the co-worker that you won't give him a cigarette. * Lie, tell the co-worker you don't have enough to share.
	1	* Go to the boss to talk about the situation. * Walk away and don't say a word to the co-worker, he will get the idea. * Get angry and tell him to buy his own cigarettes. * Be sarcastic, tell the worker he doesn't want to smoke because it is bad for health.

L.199. **Mike worked with a co-worker cleaning cages at an animal shelter. While doing the job, Mike liked to stop and pet the animals. One day the co-worker got mad at Mike and told him that he was spending too much time petting the animals and not enough working.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Apologize to the worker about the situation.
Fair	3	* Don't say a word and go back to work.
Ineffective	2	* Ignore him and keep petting the animals. * Point out a fault of the co-workers to get even.
	1	* Tell him to shove it, you weren't hurting anything. * Tell the boss a lie about the worker to get him into trouble. * Wait until the co-worker goes away and destroy some of his work.

L.201. **Martha was telling dirty jokes on the job. One of her co-workers took offense at the jokes and told Martha to stop talking.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Apologize and stop telling the jokes.
Fair	3	* Keep telling jokes but make sure the co-worker is not around. * Write an apology to the worker about the situation.
Ineffective	2	* Talk to your boss about how to handle the situation. * Ask the boss if you can be assigned to work some where else away from the co-worker. * Tell the co-worker that s/he doesn't have to listen to the jokes.
	1	* Make fun of the co-worker for being a prude. * Become very upset and nervous because the co-worker doesn't like your jokes. * Keep telling the jokes so you can really bug the co-worker.

L.202. **Ed was asked by his co-worker to stop whistling. Ed agreed to stop at first but then continued to whistle just to irritate the co-worker. Finally, the co-worker turned to Ed and screamed at him to stop.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Apologize and stop whistling, you've made him mad enough.
Fair	3	* Talk to your boss about how to handle the problem. * Write an apology to the co-worker about the situation.
Ineffective	2	* Yell back at the worker to mind his own business. * Tell the co-worker to mind his/her own business. * Go to the boss and say that the co-worker is picking a fight with you.
	1	* Keep whistling to bother the co-worker. * Punch the co-worker in the face for yelling at you.

M.204. **Beth was working at a concession stand. A co-worker said something to Beth that she didn't hear so the co-worker hit Beth on the arm to get her attention. Beth got mad and backhanded her saying "Don't you ever touch me again, you bitch!" The co-worker became very angry and came at Beth.**

Circle the MOST appropriate score on the rating scale.

Effective	5	* Go to the boss to have him/her talk to both of you about the problem. * Apologize and walk away. You don't want to get into a fight on the job.
	4	
Fair	3	* Go right to the boss and say that the worker tried to pick a fight with you when you were helping her work.
Ineffective	2	* Scream at the worker to stay away from you. * Cry and become extremely upset because of the situation. * Throw a wild tantrum in front of the woman to let her know that you are no one to mess with.
	1	* Tell the woman that you are sorry for having reacted the way you did. * Stand still and let the worker hit you. Don't fight back. * Hit the woman in the face.

M.207. **Seth was taking a break with a co-worker in the break room. They began to have a friendly shoving match. The co-worker got hurt and yelled that he was going to break Seth's neck. The co-worker came at Seth throwing punches. Seth really didn't want to fight because he liked the co-worker and he thought they would get into trouble.**

Circle the MOST appropriate score on the rating scale.

Effective	5	* Back away telling the co-worker you are sorry and you were just having fun.
	4	* Try to grab the co-worker's arms and tell him to stop.
Fair	3	* Go and ask the boss how you should handle the situation.
Ineffective	2	* Run back into the work area. * Let yourself get hit and don't fight back so the co-worker will cool off
	1	* Report the co-worker to the boss for fighting. * Get mad and yell at the co-worker. * Punch the co-worker in the face.

N.215. **Jim had a crush on a girl at work but was too shy to ask her out. He sometimes stared at her during the work shift. She came over to him and told Jim that she sure didn't like him looking at her all the time. Jim was embarrassed and angry that she didn't like him.**

Circle the MOST appropriate score on the rating scale.

Effective	5	* Apologize to the girl and tell her you will stop.
	4	
Fair	3	* Understand that there is nothing you can do. Just stop staring at or thinking about the girl. * Write the girl a note telling her that you like her. * Go out of your way to avoid her so you won't be embarrassed.
Ineffective	2	* Tell the girl she is making a mistake and ask her out on a date. * There is nothing you can do; you will have to stay worried and upset over the situation.
	1	* Deny that you were looking at her. * Keep staring at the girl to get her attention. * Tell her to shut up and to get away from you. * Quit the job to avoid being around her. * Spread dirty rumors about the girl if she is going to be a bitch.

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N.216. **Sheila had a crush on a male co-worker but he didn't seem to like her. To make him pay attention to her, Sheila followed him around and talked about anything. The co-worker still didn't talk to her and tried to avoid her.**

Circle the MOST appropriate score on the rating scale.

Effective	5 4	* Quit following the co-worker around. * Tell the worker directly how you feel.
Fair	3	* Actively avoid him and play hard to get.
Ineffective	2	* Call the worker on the telephone after work, maybe he is embarrassed around the other co-workers. * Write the worker a letter saying how much you like him. * Ask another co-worker to talk to him for you.
	1	* Ask the boss how to handle the situation. * Feel badly over the fact he doesn't like you. * Become angry and yell at the worker for not liking you. * Spread a rumor at work that the worker is gay.

Social Skill Mechanics - Co-worker

Rate each of the following items pertaining to social skill mechanics the student typically employs when interacting with his or her co-workers in the work place. Mark only one number (either 5, 4, 3, 2, or 1) for each of the items that best describes the student's level of proficiency in that skill.

1. How well does the student use arm or hand gestures to illustrate or emphasize a particular aspect(s) of social interactions with co-workers?.

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

2. How well does the student limit small hand movements that are unrelated to the conversations with co-workers (e.g., twirling hair, scratching)?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

3. How well does the student limit large movements of the arms, legs and body to avoid changing bodily postures in social interactions with co-workers?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

4. How well does the student use smiling in social interactions with co-workers (e.g., the smiles are made at appropriate times and in a pleasing manner)?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

5. How well does the student use appropriate head movements to confirm or disagree with a point of conversation, or to emphasize a particular aspect(s) of social interactions with co-workers?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

6. How well does the student maintain eye contact in interactions with co-workers (e.g., doesn't look away or try to "stare down")?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

7. How well does the student limit stuttering and stammering in interactions with co-workers?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

8. How well does the student give verbal affirmations (e.g., I see, OK, uh huh), providing feedback that he or she is attending to the co-worker's comments.

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

9. How well does the student time his or her comments to avoid interrupting the co-worker?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

10. How well does the student initiate conversations or ask questions of co-workers?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

11. How well does the student respond to questions and inquiries posed by co-workers?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

12. How well does the student time his or her responses to questions and inquiries so as not let too long a period of time lapse from when a comment is made by a co-worker before responding?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

13. How well does the student modulate the tone of his or her voice in interactions with co-workers?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

14. How well does the student control the volume of his or her voice in interactions with co-workers?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

15. How well does the student keep proper physical distances in social interactions with co-workers (e.g., the student does not enter too closely into the co-worker's "personal space")?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

16. How well does the student dress so as not to detract from social interactions?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

17. How well does the student maintain personal hygiene (e.g., bad breath) so as not to detract from social interactions?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

Adaptive Social Traits - Co-workers

Rate each of the following items pertaining to the student's general behavior in relating to his or her work supervisor. Mark the number (5,4,3,2, or 1) that best describes your perceptions of how the student typically relates to the work supervisor on each of these traits.

1. How well is the student able to ask co-workers for assistance to complete a work task?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

2. How well is the student able to go about trading work tasks with a co-worker?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

3. How well is the student able to handle teasing from co-workers about his or her personal appearance or personal habits?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

4. How well is the student able to handle criticism from co-workers about a work task?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

5. How well is the student able to offer criticism or correction to a co-worker about a work task?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

6. How well is the student able to talk to co-workers about subjects that are of mutual interest and of a common maturity level?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

7. How well is the student able to stand up for himself or herself to avoid being taken advantage of?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

8. How well is the student able to express his or her personal concerns (e.g., problems with family or friends) to co-workers?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

9. How well is the student able to resist pressure from co-workers to use drugs or alcohol?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

10. How well is the student able to resist pressure from co-workers to steal?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

11. How well is the student able to resist pressure from co-workers to take off work without approval?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

12. How well is the student able to handle inappropriate sexual advances from co-workers?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

13. How well is the student able to develop friendships among co-workers?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

14. How well is the student able to initiate dates with co-workers?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

15. How well is the student able to tease and joke with co-workers?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

16. How well is the student able to stop teasing and joking with co-workers?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

17. How well is the student able to compliment co-workers in social interactions?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

18. How well is the student able to work co-operatively with co-workers to complete work tasks?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

19. How well does the student use the correct job-related terms when discussing work issues with a co-worker?

Proficient	Somewhat Proficient	Fair	Somewhat Inept	Inept
5	4	3	2	1

Maladaptive Social Traits - Co-worker

Rate the following maladaptive behaviors toward co-workers in terms of their frequency or occurrence. Mark the one number (5,4,3,2, or 1) that best describes the student's typical behavior on each of these traits.

1. The student lies to co-workers.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

2. The student steals co-worker's personal property.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

3. The student steals co-worker's work materials or tools.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

4. The student damages co-workers work materials or tools.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

5. The student is unable to work cooperatively to complete a work task.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

6. The student is verbally aggressive toward co-workers.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

7. The student is physically aggressive toward co-workers.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

8. The student is unable to control his or her bad moods or emotions toward co-workers.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

9. The student displays bizarre, inappropriate behaviors (e.g., wild singing or body movements) toward co-workers.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

10. The student teases or ridicules co-workers about their personal appearance or personal habits.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

11. The student allows horseplay with co-workers to escalate and get out of hand.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

12. The student uses drugs around co-workers at the work place.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

13. The student tries to pressure co-workers into using drugs at the work place.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

14. The student makes inappropriate sexual comments or advances to a co-worker(s).

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

15. The student masturbates in front or around of co-workers.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

16. The student uses profanity when interacting with of co-workers.

Never	Infrequently	Somewhat Infrequently	Somewhat Frequently	Frequently
5	4	3	2	1

1/15/91

APPENDIX D

SSSK Training Guidelines

INTERVIEWER DIRECTIONS

1. Make sure you have the materials needed to administer the SSSK. These are:

- a test manual
- a response form for each student to be tested
- two #2 lead pencils for the test administrator

2. The SSSK was designed to be administered individually to students using a verbal role playing method. As such, the test should be administered in a private room free of distractions and interruptions. It is recommended that a small table be available for the test administrator to facilitate easy access to the test manual. The student being tested should sit directly across from the test administrator so that clear communication can be maintained. Finally, it is recommended that the student be situated so that he or she does not face possible distractions such as a window that would cause him or her to engage in off-task behavior.

3. Each section of the SSSK will take 20 to 25 minutes to administer (a total of 40 to 50 minutes). Each section should be administered in its entirety--from start to finish, and the entire measure be administered at the same sitting.

4. During testing, the examiner should ensure that the student is giving each test item careful attention and answering to the best of his or her ability. If the student appears to be losing concentration or is exhibiting inappropriate behaviors that interfere with the test administration process, the student should be cautioned about paying attention. If the situation becomes severe, testing should be terminated and rescheduled at another time.

5. During the assessment process the examiner should not coach, give hints or help the students in any manner that might affect the validity of the test results. The student should be encouraged to answer all test items, and the examiner should give frequent verbal praise for appropriate test taking behavior to prevent frustration and to encourage maximum cooperation from the student.

6. All student answers to test items should be considered strictly confidential and the student should be informed of this feature of the exchange. Specifically, all of the student's answers will be used as part of a research project to shape how job-training programs for other adolescents are conducted. At no time will the student's comments be made public or transmitted back to the school.

7. Explain the testing procedure to the student as follows:

"I'm (examiners' name). I am going to give you an oral test about getting along with other people at work. I will describe a problem situation to you, and ask you to tell me what you would say or do if you were actually in each of the situations. All of these are problems that students your age face at work. Some of them may be very familiar to you. You may have had the same problems yourself. Other problem situations may not be familiar to you and, for those, I would like you to think carefully about what you would do if it was happening to you and give me your best answer. All your answers will be secret; I can not tell anyone about the answers you tell me. The purpose of the test is to find out what teenagers need to learn to succeed in the work place ---not to get you into trouble. Your performance on the test will in no way affect your grade or what happens to you at school. Anything you tell me here will be used by a research group in Oregon to develop materials to help kids like yourself succeed in working. Your answers will be kept totally secret and there will be no way for anyone to know what you said on the test.

You should know, too, that for completing the test you will be eligible to participate in a social event that will be put on this spring. We have not yet specified what the event will be, but it may be a Twins game, a pizza party, or some other type of outing. You will be eligible to go only if you complete the test.

Each of the problem situations are tough so I want you to listen carefully to each situation. I will repeat each situation twice to help you. Try to imagine the situation so that you feel as if you're right there. Then tell me what you would say or do if you were in the situation. Use the exact words and the same tone of voice you would really use. Don't spend too much time thinking about your answers because if you were really in the situation, you wouldn't have a chance to think very long. Remember this is a test so I can't help you think of the answers. Are there any questions?"

8. Most questions from subjects about the interview have, to date, related to what will be done with the answers, if their answers are really secret, when they will be paid, and if performance on the test will affect their grades. The answers to all of these questions have been given earlier in this document.

9. Read one item at a time from the SSSK (starting with the Supervisor section and then going to the Co-worker section) to an individual subject. The item should be read exactly as written followed by the question "What would you say or do if you were in a situation like this?" If necessary for the student's comprehension, the item and question can be read again to the subject and in some cases it may be necessary to re-phrase or clarify particular points of a situation. If this re-phrasing is

done, it is absolutely essential that no clue as to how to respond to the situation is given the student. Moreover, the administrator and the student should avoid adding more information to the presenting problem and focus only on the presenting problem as it is written.

10. Immediately after asking "What would you say or do if you were in a situation like this?", the student should respond with a short statement describing a discrete response or sequence of responses he or she would do if faced with that particular problematic situation. This response(s) should be recorded verbatim in the space allocated beneath the appropriate numbered problem on the test response form. At times the student's response may be rambling or disjointed. In such instances, listen carefully until the individual is done and then summarize the statements. If necessary for clarification, tell the student what was recorded and ask if the has been written down correctly. If clarifications are given, it is appropriate to revise the written statement according to the student's input. Also note that saying "I would do nothing" is very different from "I don't know what I would do."

11. After completing the item, go on to the next item in sequence in the testing manual. After administering and recording all of the individual's responses to all of the social problems and thank the student for their participation.

12. There is no reason to evaluate the responses, at least at this time. All forms should be mailed to:

Dr. Michael Bullis
Teaching Research
Western Oregon State College
Monmouth, OR 97361

THANKS FOR YOUR HELP